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Thesis

A PROGRAM IN PHYSICAL EDUCATION FOR HIGH SCHOOL GIRLS

Submitted by

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A PROGRAM IN PHYSICAL EDUCATION

FOR GRADES 9--10--11--12.

Any procedure in physical education, in order to take its proper place in an academic program, must be based upon well-defined aims and objectives, and upon intelligent leadership. A study of the programs now in use in this field would seem to indicate a formidable lack of a studied curriculum and of skilled leadership. It has been far too easy to slip into teaching that type of motor activity which offers the lines of least resistance, both in preparation and in teaching.

This thesis has been written, therefore, with two main objectives in mind:--

A. To establish practical aims and objectives that will serve as a firm basis for program planning, and to indicate such practicality through a program of progressive motor activities.

B. To plan a unit program, that will in the last analysis serve as a very definite guide and aid in curriculum construction.

Such a program can be considered from one angle only, and that--motor activities. A program, in its entirety will consider not only motor activities, but all of those elements that are essential for the physical, mental and moral well-

being of the individual. Our primary aim should be to guide children toward this greater growth, and a motor activities program is only one phase of the entire field. Other phases considered elsewhere would include personal hygiene, facilities for health service, a well planned program of extra-curricula activities, club activities, locker and shower-room facilities, etc.

There no longer seems to be any doubt as to the consistancy in the aims of education and physical education. Staley[1] states:

1. "Education should prepare children for participation in the activities of normal living."
2. "Education should be directed toward engendering all types of controls of conduct."
3. "Education should be directed toward the entire life continuum."
4. "Education should be directed towards the control and guidance of both in school and out-of-school life."
5. "Education should be adjusted to provide for individual differences."
6. "Learning takes place most effectively in a natural life like situation."
7. "Learning is an active process; in other words, the product of pupil activity, rather than teacher activity."

1. Staley, S. C. The Program in Physical Education for the High School. Doctor's Dissertation. Manuscript. University of Illinois. 1929. p.447.

Such aims and objectives are synonymous with those that are being projected by writers in the field of education.

In summarizing, the aims in physical education may be reduced to two general headings.

A. The care and direction of the child in his play activities, making all due provision for individual differences.

B. Provision made for instilling those good habits of play that will contribute not only to the all-round development of the child, but toward his adult behavior in all of its aspects. Good habits of play would imply a variety of activities that the individual enjoys, and in which he will participate of his own volition. It is understood that by contributions toward adult behavior is meant much more than activities of a physical nature. For the most part, our programs have been in distinct alignment with materials alone, and the pupils as guiding factors, have been disregarded entirely. Our programs must carry with them a certain degree of social efficiency, of culture and of economic efficiency, and these will invariably re-appear in the adult life of the individual.

For purposes of a more specific analysis of the aims and objectives, each activity included in this course of study has been set down as a separate unit, with its

own aims and objectives.

B. To plan a unit program that will in the last analysis serve as a definite guide in curriculum construction.

It has been said that a detailed planning of a unit program is not consistent with modern educational theory and practice. But a brief survey of existing conditions does not make it difficult to believe that consistent planning and preparation is essential in order to produce satisfactory results. Quoting from Staley[1] we find that "The procedure for making a curriculum for a given course of study is essentially the same. The first step consists of taking an overview of the field and blocking out the major fields of human behavior to which the subject under consideration may make contributions. The particular items of behavior which subject may be caused to effect are listed under the various headings. It is quite likely that these items of behavior, that is, activities, may be conveniently broken up into still smaller units, and again still smaller units. When this occurs they are subdivided and resubdivided until we finally secure relatively detailed units, or as they are more commonly called, specific activities. These are the ultimate objectives of the course of study at hand."

1. Staley, S. C. The program in Physical Education for the High School. Doctors Dissertation. Manuscript. University of Illinois. 1929. p.320.

Bobbitt is a firm believer in the usage of activity-analysis as a method of curriculum construction. He writes, "After one attains a functional conception of education, the central feature of the only possible scientific technique is entirely obvious. It is activity-analysis. Education is preparation for life, and life is a series of activities. Education, therefore, is preparation for the performance of these activities. Let us discover what the activities are which make up man's life and we have the objectives of education.....

Activity-analysis seeks to discover the specific types of human activity which men should perform efficiently."[1]

Perhaps no phase of education lends itself so readily to activity-analysis, as physical education. It is not difficult to discover those activities that make up man's life, provided that we apply intelligence and forethought to such procedure. Activity-analysis, in text-book form, offers the most complete and convenient material for the general out-line of any one subject, even though it requires considerable modification from time to time, and calls for constant enrichment from other sources. We labor under misapprehension if we believe that all play is spontaneous, and needs no guidance, no directed teaching. Play activities, to be effective, must be taught as carefully, as progressively as any other type of education.

1. Bobbitt, Franklin, The New Technique of Curriculum-Making. Elementary School Journal. (September, 1924) Vol. xxv. pp. 45-50

The program must be a broad one, teaching those units that are of normal interest to most people. It must make provision for common needs, for group needs and for individual needs. It must provide for continuity and diversity at the same time. To achieve the basis for such a program would be impossible without careful planning.

In compiling and preparing the materials in the following pages, it has been necessary for mechanical purposes of arrangement to assume a specific situation as a working basis. This specific situation approximates what is believed to be an average situation.[1]

1. Gymnasium 30-60.
2. Average number of class: 50.
3. 45 minute periods, 10 minutes deducted for preparation for class. Class meets twice a week.

It has been assumed also, that provision has been made for those students who might not participate actively in the regular lesson. Such provision would entail participation in games that require skill and accuracy but little or no muscular exertion. Such games would be ping-pong, fa-ba gaba, bridge-board, darts, and jackstones. They should be set up in a near by room or corridor.

It is also assumed that each student will receive a medical and physical examination at the beginning of each school year,

1. Blair, Herbert, Statement made, resulting from research made in this field. Boston University Faculty, 1931.

during the two week period devoted to motor ability testing. The program is also so planned that it may be carried on out-of-doors as well as indoors.

There is one more point which needs to be stressed. No course of study should be accepted as final. It should serve as a guide, or as a point of departure for the regular lesson. It should make adequate provision for pupil participation, otherwise it would not be consistant with good teaching methods.

It is with these provisions and understandings that the following course of study is offered.

CLOG AND CHARACTER DANCING.

"There is no suggestion that dancing in any of its forms represents a complete plan for the physical education of boys or girls or men and women, but there is every indication that clogging as presented by the author is an acceptable part of the ideal program of physical education that will afford to all an opportunity to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound."[1]

AIM.

To learn a form of dancing that will afford opportunity for enjoyment of rhythmic expression and physical satisfaction.

OBJECTIVES.

To develop balance, poise.

To receive practice and training in co-ordination.

METHOD OF TEACHING.

1. Teach fundamental steps needed in dance.
2. Place class in needed formation, explain and demonstrate first step.
3. Play music and allow class to mark out rhythm with feet.
4. Pupils execute first step with music.
5. Stop for correction and demonstration.
6. Follow same procedure with each step.

1. Williams, Jesse, The Clog Dance Book. (Helen Frost) A. S. Barnes and Co. 1925. Introducations.

FOLK DANCING.

"Folk dancing really means the pursuit of that thing which is ideal--the joy of living, that which is much more than the drudgery of everyday life, that which makes human life interesting and significant." It is one of the oldest means of self-expression, affording unlimited opportunities for the development of rhythm, poise, gesture and rational exercise. It is fast becoming an integral part of our programs in physical education, and its importance has been recognized by many authorities who are conversant with its aims and objectives. Dr. Jesse F. Williams, of Columbia, in recognition of its importance says, "Dances of the people of different countries have been handed down from generation to generation very much as folk stories have been perpetuated. They take a similar place in the interpretation of folk history that the stories possess, but are at times richer in their delineation of feelings and emotions because of the constant association with characteristic music."

AIM.

To promote a knowledge and appreciation of the dances of different races, and their peoples, through participation in their folk dances.

OBJECTIVES.

To provide opportunity for self-expression.
To learn through the dances, the fundamental dance rhythms of the different countries.

Joseph Lee. Play in Education. Macmillan Company. New York. 1915.
Jesse F. Williams. The Organization and Administration of Physical Education. Macmillan Company. New York. 1922.

To develop poise, grace of movement and skill in performance.

To develop courtesy.

To secure the desired physiological effects of exercise.

It affords wholesome recreational activity with definate 'carry over' value.

To increase the power of expression and imagination in dancing, leading to appreciation of the forms of art of other countries.

METHODS OF TEACHING.

1. State nationality of dance-customary costume-and any outstanding characteristic.
2. Play music through once.
3. Seat class on floor, and let them beat out rhythm with hands.
4. Arrange students in needed groups, explain and demonstrate first step in detail.
5. Play music, and let class 'mark out' rhythm with feet.
6. Pupils execute first step with music.
7. Stop for correction and demonstration.
8. Pupils execute each step, following procedure named previously.
9. Repeat steps, two at a time, until all have been reviewed.
10. Perform finished dance.
11. Isolate needed parts of dance, that have been poorly performed.

GAMES.

Our games teaching, in order to conform with the laws of physical, social, moral and mental growth, must offer a wide variety of activities, suited to a variety of tastes. Through this activity, one should develop favorable attitudes, skills and habits that function at all periods of the life of the individual. This is of especial importance in the High School, for it is during the High School years, that we find a decline in school attendance. What better contribution can be made to the leisure time activities of growing American youth, than to equip them with the means for enjoyment of games activities?

AIM.

"Sport, which still keeps the flag of idealism flying, is perhaps the most saving grace in the world, with its spirit of rules kept, and regard for the adversary whether the fight is going for or against." John Galsworthy.

OBJECTIVES.

1. To develop good neuro-muscular control.
2. To develop favorable attitudes of honesty, fair play, cooperation, responsibility and courage.
3. To develop an interest in a variety of games, rather than a few.
4. To develop strategic judgment and agility when playing a game.

METHODS OF TEACHING.

1. Games of low organization.
   a. Explain game rules. Explanation brief and definate.
   b. Establish boundaries and needed signals.
   c. Play for five minute period.
   d. Short interval for questions.
   e. Corrections.
   f. Play.

2. Games of high organization.
   a. Blackboard explanation of game.
   b. Fundamental rules.
   c. Practise of fundamentals of game.
   d. Stop for corrections and questioning.
   e. Play game for short period.
   f. Stop for corrections and questioning.
   g. Play various positions.

INDIVIDUAL AND FUNDAMENTAL SKILLS.

"Tests should not be considered as ends in themselves. The physician, when called upon to treat a patient, uses a test of temperature as one of his guides in determining the ailment. No one would suggest that he treats "temperature." He works toward the patient's health and he and everyone else realizes that temperature is merely a symbol of the patient's condition. So in education, tests are guides to the student and the teacher in their work. The real objective is intergration of personality."[1]

AIM.

To appraise and measure the various stages of achievement in one's ability.

OBJECTIVES.

To test one's knowledge and motor ability in the fundamental skills.

a. Running
b. Jumping
c. Throwing
d. Balance
e. Strength
f. Agility

To test achievement in fundamental skills, as applied to all phases of an activities program.

METHOD OF TEACHING.

This should be conducted as group activities work, and carried on informally. Under the caption 'Squad Leadership' will be

1. Detroit Public Schools: Health Education, A Program for Girls in Secondary Schools. Board of Education, Detroit, 1929.

found a detailed account of organization for squad work.

1. The test should be explained in detail.
2. Demonstration of exercise.
3. Precautions for safety should be duly emphasized, including use of mats, take-off, vault of stunt, catching, placement of equipment.
4. Each student should try exercise, without too much effort directed toward perfected form, to begin with.

MARCHING TACTICS---FLOOR WORK.

"If the schools teach calisthenics and similar activities even as substitutes, there is danger that these activities will have the stamp of approval, and graduates will complacently accept conditions as they exist and use such substitutes. On the other hand, the schools through excluding such activities from the program or offering only a limited amount of such activities and constantly reiterating the fact that there is no substitute for play and recreation can be actively instrumental in gaining the necessary municipal facilities." "For the time being, however, we must face conditions as they exist." "As conditions are, and as they promise to continue for some time to come, many persons are denied and will be denied the opportunity for participating in big-muscle play activities. The question arises what shall the schools do about it. The most practical solution seems to be to teach one set of exercises for such use." "In teaching such exercise, it should be specifically explained, however, that such exercises were to be considered a make-shift and temporary substitute only, and not in any sense a genuine alternative for the real thing."[1] In the preceeding sentences, Staley has summed up the practical explanation for the usage of calisthenic work. Any exercises if taught, should have a definite function, whether it be

for localized correction or stimulation, or for the relief of cramped muscles. Those exercises included in this syllabus have been loosely classified under four headings. a. Postural. b. Abdominal. c. Endurance. d. Foot. Unless they have applied definitely to the muscles involved in the above groupings, they have been thrown out, and not considered. As a group, they occur at least twice in blocks of work, during the school year, in order to provide for general correction (made necessary usually because of lack of time, space and facilities for individual work.) With such an arrangement, it is hoped that sufficient knowledge will be given student, to make it possible to use such exercises provided no other opportunity is available.

AIM.

To fill a physical need when civilization and social conditions interfere with other forms of activity.

OBJECTIVES.

Relief of cramped muscles.

Substitute for natural activities.

STUNTS-TUMBLING-PYRAMIDS AND APPARATUS.

"To test oneself in physical ways is worth while, not particularly for the result in skill acquired, but for the process through which one gains that skill. There is in this a certain kind of intellectual respectability. If school men, once understand this fact, physical education will more completely function in the education of boys and girls."[1.]

AIM

To provide opportunity for physical growth, satisfactions in achievement, and to provide an outlet for the play instinct.

OBJECTIVES

To secure motor control.

To develop courage and confidence.

To develop symmetry and grace.

METHOD OF TEACHING.

This should be group activities work, and carried on informally. Under the caption 'Squad Leadership' will be found a detailed account of organization for squad work.

1. The exercise or stunt should be explained in detail, with complete analysis of bodily movement.
2. Demonstration of exercises.
3. Precautions for safety should be duly emphasized, including

1. Rodgers, M. A Handbook of Stunts. MacMillan Company, New York, 1928. p. xii. (Quotation: Williams, Jesse F.)

use of mats, take-off, vault or stunt, catching, placement of equipment.

4. Each student should try exercise, without too much effort directed toward perfected form.

5. Relaxation.

ORGANIZATION OF CLASS FOR INFORMAL ACTIVITIES.

1. Divide class into the number of squads feasible for size of class and gymnasium.
2. Captain elected by students, for each squad.
3. Squad leaders elected by students, for each squad.
4. Leader will keep record of all accomplishments of students in her squad. She will also assist in marking off floor for any needed activity.
5. Captain will assist in 'passing off' any activity, or in measuring any activity. She will assist teacher in any way that the teacher sees fit.
6. Captain and squad leaders should be organized into a Leader's Club. This honor group should meet one period a week, to learn new materials, and new methods of coaching and presentation of material. Leadership should be recognized with some badge of merit, indicating place held by student.
7. Leaders should change often enough so that all students will have opportunity for functioning in this capacity in their own squad.

9th Grade Program.

Units of work to be covered in each quarter.

First quarter.

2 weeks	Individual Physical Efficiency Tests.
2 weeks	Conditioning Exercises. Games of Low Organization- mass, relays, circle.
2 weeks	Bat-ball. Newcomb. Curtain ball.
4 weeks	Volley-ball.

Second quarter.

3 weeks	Stunts-Tumbling. Apparatus-Games.
2 weeks	Games and relays. Practice of game skills leading to basketball.
4 weeks	Captain Ball 9 court basket-ball.
1 week	Individual Physical Efficiency Tests.

Third quarter.

5 weeks	Conditioning exercises. Hit-pin Baseball. Philadelphia Bat Ball. Dodge Ball.
4 weeks	Folk Dancing. Games of Individual Skill.
1 week	Individual Physical Efficiency Tests.

Fourth quarter.

5 weeks	Folk Dancing. Stunts-Tumbling. Pyramids.
4 weeks	Preliminary games for baseball. Practise of preliminary techniques for tennis.
1 week	Individual Physical Efficiency Tests.

9th Grade Program.

Description of units of work to be covered in each quarter.

First Quarter

2 weeks - Individual Physical Efficiency Tests.

Test 1 - Agility
- a. Somersault.
- b. Jump with turn in place.
- c. Spring from kneeling to standing position.

Test 2 - Balance
- a. Walk across balance beam.

Test 3 - Jumping
- a. Running broad jump.
- b. Running high jump.

Test 4 - Running
- a. 20 yard dash.

Test 5 - Strength
- a. Hanging on a rope.
- b. The sit-up.
- c. Trunk raising.

Test 6 - Throwing
- a. Target throw.

2 weeks - Marching tactics.

Conditioning exercises
- a. Posture
- b. Foot
- c. Endurance
- d. Trunk

Games
- a. Three deep or broad
- b. Broncho tag
- c. Come along
- d. Jump the shot
- e. Club guard
- f. Corner spry
- g. Rope skip relay
- h. Dumb-bell push relay

9th Grade Program.

Description of units of work to be covered in each quarter.

2 weeks - Games leading up to volley-ball.
- a. Bat-ball
- b. Newcomb
- c. Curtain ball

4 weeks - Volley-Ball

Second Quarter.

3 weeks - Stunts, Tumbling, Apparatus and Games.

1. Stunts.
   - a. Jump forward, holding toes
   - b. Knee dip
   - c. Crane dive
   - d. Fish hawk dive
   - e. Corkscrew
   - f. Jump the stick

2. Tumbling.
   - a. Forward roll
   - b. Review of forward roll
   - c. Shoulder stand
   - d. Back roll
   - e. Review back roll
   - f. Review forward roll, back roll, and shoulder stand

3. Apparatus.
   - a. Rope climbing
   - b. Horse
   - c. Traveling rings
   - d. Single boom
   - e. Side box
   - f. Somersault over single boom

4. Games
   - a. Darts
   - b. Bean bag board toss
   - c. Tennis wall serve
   - d. Ten pins
   - e. Spin the plate
   - f. Bridge board

9th Grade Program.

Second Quarter.

2 weeks - Game skills in basketball.
- a. Chest pass relay
- b. Throw and catch relay
- c. Basket-point relay
- d. Bounce pass relay
- e. Dribble and shoot relay
- f. Juggle relay
- g. Count passes
- h. Tag the ball
- i. Round ball
- j. Center catch ball
- k. Goal shooting
- l. Basketball target throw
- m. Basketball Goal shoot
- n. Catching and passing
- o. Jumping and reaching

4 weeks - Captain basketball.
Nine court basketball

1 week - Retest for individual efficiency.

Third Quarter.

5 weeks - Marching Tactics.

Conditioning exercises
- a. Posture
- b. Abdominal
- c. Foot
- d. Endurance

Games
- a. Hit-pin baseball
- b. Overtake
- c. Dodge ball
- d. Hemenway ball

9th Grade Program.

Third Quarter.

4 weeks - Folk Dancing.
- a. Half Moon
- b. All Black Brothers
- c. Captain Jinks
- d. Swart
- e. How-do-you-do

Individual and Squad Games.
- a. Faba Gaba
- b. Jump the Shot
- c. Spin the Plate
- d. Ten Pins
- e. Tether Ball
- f. Fire
- g. Three Broad
- h. Four around
- i. Darts
- j. Double Rope Skip Relay
- k. Handkerchief Snatch
- l. Broncho Tag
- m. Bridge Board
- n. Deck Shuffle Board
- o. Rope Quoit Tossing Relay
- p. Blind Man Swat

1 week - Retest for individual physical efficiency.

Fourth Quarter.

5 weeks - Folk Dancing.
- a. Lovely Wulka
- b. Knytnapspolska
- c. Vrtena
- d. Waves of Tory
- e. Sweet Kate
- f. Pretty Sister-in-Law
- g. Sekereoka

Stunts, Tumbling and Pyramids.

Stunts.

9th Grade Program.

Fourth Quarter.

5 weeks - Stunts, Tumbling and Pyramids.

Stunts.
a. Crane Dive
b. Fish Hawk Dive
c. Corkscrew
d. Jump the Stick
e. Knee Dip
f. Toe Jump
g. Kneel to stand jump
h. Folded Leg Walk
i. Roly Poly
j. Russian Bear
k. Cricket Walk

Tumbling.
a. Forward Roll
b. Shoulder Stand
c. Backward Roll
d. Head Stand
e. Continuous Forward Roll
f. Continuous Forward Roll in a Circle
g. Continuous Backward Roll

Pyramids.
a. Teach sitting mount
b. Teach standing mount
c. Teach combination of two
d. Teach combination of three
e. Teach combination of four
f. Teach combination of six
g. Teach combination of ten

4 weeks - Preliminary games for Baseball and Tennis.

Baseball.
a. Baseball Target Throw
b. Pass and Squat Relay
c. Base Running for Time
d. Overtake
e. Hemenway
f. Bowl Club Ball
g. Bunt Ball

9th Grade Program.

Fourth Quarter.

4 weeks - Preliminary games for Baseball and Tennis. (cont.)

h. Ten Trips
i. Throw Baseball
j. Tennis Baseball
k. Combination of Throw and Overtake Baseball
l. Indoor Baseball

9th Grade Program.

First Quarter.

Lesson One.

Individual Physical Efficiency Tests.

Self-testing activities, used for the purpose of appraising one's knowledges and abilities, should include measurement in:-

1. Agility
2. Balance
3. Jumping
4. Running
5. Strength
6. Throwing

[1]

In the following events, suggested in the Detroit syllabus the elements listed above, are tested. In order to facilitate the work, the class should be divided into squads, with a self-chosen squad-leader at its head. This pupil leader will have received previous training in testing and marking. Each squad should be assigned to an event, and a definite plan of rotation should be formulated, in order that three events will be covered in a period.

Test 1. - Agility.

a. Somersault.
Passing Performance; a forward roll, in good form, returning to a standing position.
Note; - Let the weight rest on the shoulders while turning. Cross the feet before standing.

b. Jump with turn in place.
Passing performance; - Make a 360 degree turn while jumping in place, and do not lose balance.
Note; - Start with the feet parallel, a few inches apart. Use the arms to help retain the balance.

c. Spring from kneeling to standing position.
Passing performance; - Kneel on both knees. Extend toes behind and sit on heels. Swing the arms and spring to a standing position without rocking on the toes or losing the balance.

Passing Record for Agility Test:
Pass two out of the three parts of the test - a, b, and c.

1. Detroit. "Health Education." Board of Education, Detroit, Michigan, 1929. p. 59.

Test 11. - Balance.
Place balance beam at 4 feet in height. Walk across to opposite end, turn, and walk back again.

Test 111. - Jumping.

a. Running broad jump indoors.
Passing Record: - 8 feet.
Use tumbling mat. Mark plainly the take-off and the 8 foot lines.

b. Running High Jump - indoors.
Passing Record: - 2 feet 9 inches. Any form.

In order to cover these six activities in one period, each group should spend approximately six minutes at each event. Provision can be made in a succeeding lesson, for testing the students who receive no record in this lesson.

9th Grade Program.

First Quarter.

Lesson Two.

Individual Physical Efficiency Tests: (cont.)

Test 1V. - Running.

20 yard dash - indoor straightaway.
Passing Record: - 4 seconds.
Use a stopwatch. Be sure to have both a starter and a timer, and use regulation methods for starting and timing.
Note; - Caution girls not to "slow up" when nearing the finish.

Test V. - Strength.

a. Hanging on a rope.
Passing record: - 40 seconds.
Any form. Demonstrate the knee grip. It is possible to test at one time as many students as there are ropes.

b. The Sit-up.
Passing record: - 3 times in proper form.
Form: - Lie on a mat. Allow partner to hold feet securely. Fold arms across chest. Do not arch the back. Sit up as far as a position at right angles to the floor.

c. Trunk Raising.
From a prone lying position.
Passing record: - 3 times in proper form.
Form: - Use stall bars to hold feet. Place a bench under the hips. Place hands behind neck. Touch chin to floor. Raise trunk to horizontal position.

Passing record for Strength Test:
Pass two out of the three parts of the test - a, b, and c.

Test Vl. - Throwing.

Hang a wooden circular target, 12 inches in diameter, four feet above the floor. Mark off from it a distance of 20 feet.

Test V1. - Throwing. (cont.)

Passing Record: - Hit the target three times out of five trials, using a 12 inch playground ball. Any form. Do not allow target tossing more than a radius of one inch.

In order to cover these five activities in one period, each group should spend approximately seven minutes at each event. Provision can be made in a succeeding lesson, for testing the students who receive no record in this lesson.

9th Grade Program.

First Quarter.

Lesson Three.

Individual Physical Efficiency Tests.

This lesson should be a repetition of lesson one, for the benefit of students who have not been tested. If not more than fifteen students are in this group, it would be advisable to set up one event at a time. Testing should be conducted entirely by pupil leaders. The teacher should devote her time to the students already tested. This second group should play the following games. Relays are suggested because:--

a. It is not necessary to presuppose game skills.
b. The floor arrangement for this type of game is adaptable to any available space.

1. Over-under relay. [3]
2. Rise and Run relay. [4]
3. Zig-zag relay. [5]
4. Shuttle Ball relay. [6]

3,4,5.
S. C. Staley, Games, Contests, and Relays. A. S. Barnes Company, New York. 1925. p. 273.
6.
Lynn. Physical Education. Public Schools. Lynn, Mass. 1930. p. 100.

9th Grade Program.

First Quarter.

Lesson Four.

Individual Physical Efficiency Tests.

This lesson should be a repetition of lesson one, for the benefit of students who have not been tested. If not more than fifteen students are in this group, it would be advisable to set up one event at a time. Testing should be conducted entirely by pupil leaders. The teacher should devote her time to the students already tested. This second group should play the following games. Relays are suggested because:--

a. It is not necessary to presuppose game skills.
b. The floor arrangement for this type of game is adaptable to any available space.

1. Hopping relay.[7] [8]
2. Obstacle relay.
3. Pony relay.[9] [10]
4. Rescue relay.

7, 8, 9, 10.
S. C. Staley, Games, Contests and Relays. A. S. Barnes Co., New York. 1925. p. 263. p. 271. p. 277. p. 279.

B. Circle Games.

1. Three deep or broad.[11]
2. Broncho Tag.[12]
3. Come Along.[13]

11, 12, 13.
S. C. Staley, Games, Contests and Relays. A. S. Barnes Co., New York. 1925. p. 233. p. 204. p. 56.

9th Grade Program.

First Quarter.

Lesson Six.

A. Posture Training and Conditioning Exercises.

1. Marching Tactics. 10 minutes.

a. Repetition of commands learned in previous lesson.
b. Facings left and right.
Note: From stand-still to stand-still.
c. Running.
1. In place.
2. Around gymnasium.
Note: This exercise is to be used as part of a brief warming-up period, and not too much attention should by paid to form.

2. Conditioning Exercises. 10 minutes.

a. Posture exercises: Repetition of exercises learned in previous lesson.
b. Foot exercise.
Stand with feet parallel, and about two inches apart.
Deep knee bending with heels on floor.
c. Endurance.
Running in place. Teach form.
Running forward, followed by countermarching by files.
d. Trunk.
Hands placed on hips, feet in side-stride position.
Vigorous trunk twisting left and right.

B. Mass Games. 15 minutes.

1. Giant Volley Ball.[14]
2. Maze Tag.[15]

14. Springfield. Physical Education. Public Schools, Springfield, Mass. 1929. p. 27.
15. Lynn. Physical Education. Public Schools, Lynn, Mass. 1930. p. 102.

9th Grade Program.

First Quarter.

Lesson Seven.

A. Posture Training and Conditioning Exercises.

1. Marching Tactics. 10 minutes.

   a. Repetition of commands learned in previous lessons.
   b. Facings left and right.
      Note: From marking time to marking time.
   c. Facings left about and right about.
      Note: From stand-still to stand-still.
   d. Skipping and running around gymnasium.

2. Conditioning Exercises. 10 minutes.

   a. Posture exercises: to gain pelvic control.
      1. Lying on floor, hands over head on floor, feet at buttocks.
      2. Tilt pelvis, drawing lumbar spine down to floor, by tightening abdominal and gluteal muscles. Hold for ten seconds. Breathing is normal.
   b. Abdominal exercises:
      1. Sit on floor, feet together, hands placed on hips.
      2. Feet apart, together.
      3. Knee bending upward, heels on floor, replacing.
   c. Foot exercise:
      1. Picking up marbles with the toes.
   d. Trunk exercises:
      1. Arms are raised sideward, feet are in side-stride.
      2. Right hand touch left outer heel.
      3. Left hand touch right outer heel.
      4. Alternate, rhythmically, left and right.

B. Squad Games. 15 minutes.
   1. Jump the Shot, or Jump Circle.[16]
   2. Club Guard.[17,18]
   3. Corner Spry.

16, 17, 18.
S. C. Staley, Games, Contests, and Relays. A. S. Barnes Co., New York 1925. p. 215. p. 150. p. 56.

9th Grade Program.

First Quarter.

Lesson Eight.

A. Posture Training and Conditioning Exercises.

1. Marching Tactics. 10 minutes.

   a. Review facings learned in previous lessons.
   b. Quarter wheelings left and right.
      Note: From stand-still to stand-still.
   c. Skipping and running around gymnasium.

2. Conditioning Exercises. 10 minutes.

   a. Posture exercises: to gain pelvic control.
      1. Stand with back toward wall. Head, shoulders and hips should be touching the wall, the heels five inches from the wall.
      2. Draw the lumbar spine back against the wall by tightening the abdominal and gluteal muscles. Hold for about ten seconds.
   b. Abdominal exercise:
      1. Lying on floor, hands placed on hips, feet together.
      2. With knees straight, raise both legs upward.
      3. Feet move apart, together.
      4. Feet lowered to floor.
   c. Foot exercise:
      1. Pick up marbles with toes.
      2. Let class devise relay, by lines or squads.

B. Relay Games. 15 minutes.[19]

   a. Rope Skip Relay. [20]
   b. Dumb-bell Push Relay.

19, 20.
S. C. Staley. Games, Contests and Relays. A. S. Barnes Co., New York. 1925. p. 280. p. 258.

9th Grade Program.

First Quarter.

Lesson Nine.

Bat Ball.[21] Entire period.

10-50 players.

Equipment--volley ball.

Two teams (players on each team numbered), one at bat and one in the field. Two parallel lines are drawn about 12 feet apart at one end of the playground. A base is marked off about 60 feet from the goal lines.

Number one on the team at the bat stands behind the second goal line and serves the ball into the field. She then runs around the base and back to the goal line from which she started. If she succeeds in doing this without being hit with the ball by any player in the field, she scores one point for her team. If she is hit with the ball by any player in the field before she reaches the goal line, she is out.

Number two then serves and so on until there are three outs.

FOULS.
If a player in the field runs with the ball, the opposing team scores a run. If a player in the field holds the ball more than three seconds, the opposing team scores a run.

A batter is out if--
a. She fails to bat the ball over the second goal line.
b. If she steps over the line behind which she is supposed to stand while serving.

After three outs the teams change places. Three outs for each team constitute an inning.
Note: Bat Ball is considered a preliminary game, leading to skill in Volley Ball.

21. Springfield. Physical Education. Public Schools, Springfield, Massachusetts. 1929. p. 28.

9th Grade Program.

First Quarter.

Lesson Ten.

Newcomb. Entire period.

10-20 players.

Equipment--Volley ball, volley ball net. The top line of the net shall be level and measure seven feet from the ground.

Officials - Referee and two Linemen.

Game - All rules governing the game of volley ball as to scoring, order of service, points, side out, conduct of players, courts, service, etc., shall be used, with the following exceptions:

1. Serving: The ball shall be thrown, instead of batted. One hand must be used in serving and returning the ball. In passing the ball to another player on the same time, in some instances it may be permissible to use two hands.

2. Receiving: The player receiving the ball may catch it with one or both hands, but it must be put into play immediately with one hand. Holding or walking with the ball will be counted against that side.

Note: Newcomb is considered a good preliminary game for Volley Ball.

Two sets of Newcomb equipment should be set up, so that no student is idle at any moment.

9th Grade Program.

First Quarter.

Lesson Eleven.

Curtain Ball.[22] Entire period.

12-50 players.

Equipment--Volley ball, basket ball or medecine ball. Curtain.

Game--A curtain, eight to twenty feet high, is necessary for this game. Establish a court thirty feet square adjacent to each side of the curtain. Divide the group into two teams and place them in scattered positions in opposite courts. Give team 'A' a ball (any of the type listed above.) At signal team 'A' throws the ball over the curtain. Some player on team 'B' catches it and throws it back, etc, the ball is thrown back and forth until one team makes a foul. Each throw must be made by the player who catches the ball from the point where he caught it. Either team committing a foul: (1) throwing the ball out of bounds; (2) letting the ball hit the ground on fair territory; (3) failing to throw the ball over the net with one throw, scores one point for the opposing team. After each score the ball is put in play by the team making the foul. Fifteen points constitute a game. The team scoring fifteen points first, wins.

Curtain Ball is considered a good preliminary game for Volley Ball.

22. S. C. Staley, Games, Contests and Relays. A. S. Barnes Co., New York. 1925. p. 88.

9th Grade Program.

First Quarter.

Lesson Twelve.

Review.

1. Bat-ball. 10 minutes.
2. Newcomb. 15 minutes.
3. Curtain Ball. 10 minutes.

9th Grade Program.

First Quarter.

Lesson Thirteen.

A. Volley Ball skills. 10 minutes.
Place as many nets, lengthwise on floor, as space will permit. Divide students equally, placing one half of the class on one side of net, the other half, on the opposite side.
Demonstrate serving. Allow students to practise for five minutes.
Demonstrate volleying. Allow students to practise for five minutes.

B. Giant Volley Ball.[23] 25 minutes.

Lesson Fourteen.

A. Volley Ball skills. 10 minutes.
See notes for previous lesson.

B. Instruction in Volley Ball. 25 minutes.
1. Brief resume of rules.
2. Questions and answers.
3. Place three volley-ball nets, lengthwise, on floor. This will provide playing facilities for six teams. Place a student leader in charge of each court, and play until end of period. Teacher should progress from court to court, offering advice and criticism on playing techniques.

Lesson Fifteen.

A. Repeat procedure followed in lesson fourteen. 10 minutes.

B. Entire class divided into six teams. Each team will play once with other five teams. Games to be refereed by pupil leaders, and each team to play one game in a period.

Lessons Sixteen, Seventeen, Eighteen, Nineteen, Twenty.

A. Each team will play one game during each period. Twentieth lesson will conclude Round Robin Tournament.

23. Springfield. Physical Education. Public Schools, Springfield Massachusetts. 1929. p. 27.

9th Grade Program.

Second Quarter.

Lesson One.

Stunts, Tumbling, Apparatus and Games.

For purposes of instruction, the class should be divided into squads, preferably of eight to twelve pupils each. Each squad is given a definite assignment, and will spend eight minutes in practicing and perfecting the technique of the activity to which it has been assigned. At eight minute intervals, each squad will change or rotate to another activity. By the end of the period, every student will have participated in every part of the lesson program. At the beginning of the lesson, the teacher should explain and demonstrate each exercise. It will be noted that all exercises are selected with the purpose in mind of furthering individual skill. At a later period, progression will be made, from exercises of individual skill to those that require group cooperation.

Stunt: Squad 1.

Jump forward, holding toes.

From a standing position, bend forward downward, and grasp toes. Without releasing grasp, try to jump over a string that is lying on the floor, about two inches from starting position.

Tumbling: Squad 2.

Forward roll.

Place hands and head on mat, the head making the forward peak of a triangle. (Head tucked well under.) Give a little push with both toes, and roll over. The knees should be kept well bent, and the hands should grasp the shins, during the roll. Jump up with full extension of knees and hips.

Apparatus: Squad 3.

Rope climbing.

Teach toe, and knee grip. Let those who can, climb.

Game: Squad 4.

Darts.

"Consists of throwing small darts at a target corresponding to an archery target, but smaller in size."[24]

24. A. R. Wayman. Education Through Physical Education. Lea & Febiger, Philadelphia and New York. 1925. p. 284.

9th Grade Program.

Second Quarter.

Lesson Two.

Stunts, Tumbling, Apparatus and Games.

Stunt: Squad 1.

Knee Dip.

Reach in back, and take the left foot in the right hand. Bend the right (supporting) knee, and touch left knee to floor and rise again. Try on other side.

Tumbling: Squad 2.

Forward roll.

See lesson one, for instruction in teaching.

Apparatus: Squad 3.

Horse.

Approach: Double take-off, hands on pommels, thumbs in, fingers out. Slowly lower body forward, retaining the hand grip on pommels, until head is about one foot from floor. Place hands on floor, head on floor, between hands, and well tucked in. Roll forward, coming to a stand.

Game: Squad 4.

Bean Bag Board Toss.

Equipment: Bean-bags, bean-bag board. Recommended dimensions: 24 inches square, holes 5 inches in diameter, one in the center, and one in the middle of each side, five inches from the center hole. (See Drawing.) Place board against some object, so that it will rest at an angle of 45 degrees from the perpendicular. Extablish a throwing line, three feet in length, ten feet from the board.

Rules:

The contestant stands at starting line, and tosses the bags at the holes, attempting to make the highest possible score. Each hole should be registered with a definite number of points. Bags failing to go through any hole score nothing. Five or ten throws should be allowed each contestant.

9th Grade Program.

Second Quarter.

Lesson Three.

Stunts, Tumbling, Apparatus and Games.

Stunt: Squad 1.
Crane Dive.
Stand on one foot (horizontal balance position.) Pick up a piece of folded paper, that has been placed on floor, twelve inches away from student. The knee of the supporting leg may be bent.

Tumbling: Squad 2.
Shoulder Stand.
Lie down on mat, flat on the back. Life the feet above head with knees straight. When starting leg lift, place arms at side of body, palms braced against the floor; as legs reach perpendicular position, shift hands to small of bac, elbows on floor, and push.

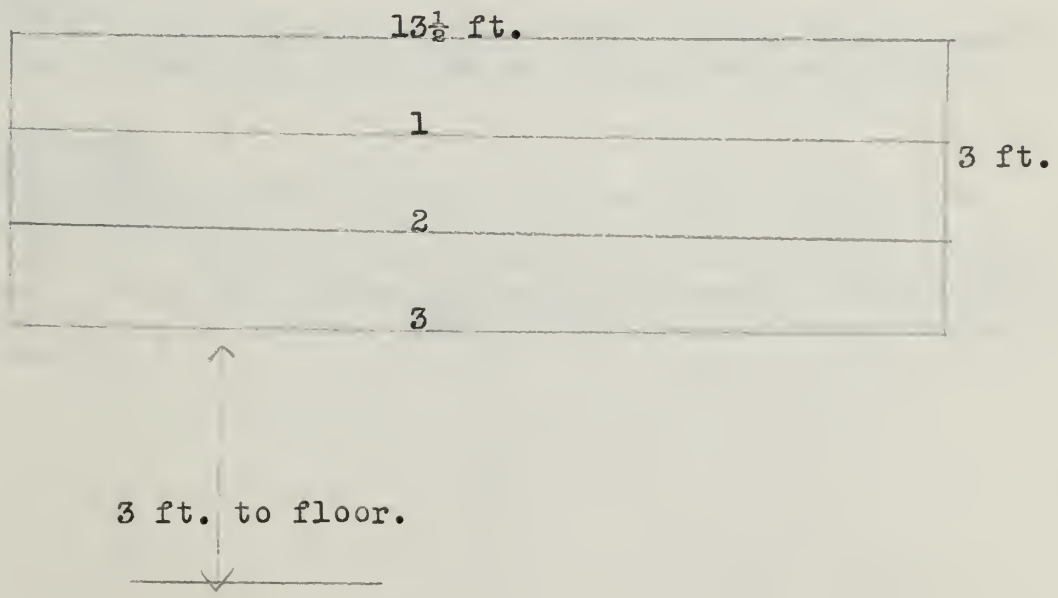
Apparatus: Squad 3.
Travelling rings.
Pupil starts on elevated platform; takes a firm grip with one hand, on nearest ring. She then swings and catches next ring. Continue until end ring has been reached. Use arm pull, to gather momentum in swinging from ring to ring. Legs should be kept together, and knees straight.

Game: Squad 4. [25]
Tennis Wall Serve.
"To conduct this event it is necessary to make a target on a wall thirteen and one-half feet long and thirty-six inches wide three feet from the floor with two lines across the target dividing it into zones one foot wide. Establish a line thirteen and one-half feet long, thirty-nine feet from the target and direct-

25.
S. C. Staley. Individual and Mass Athletics. A. S. Barnes and Co., New York. 1925. p. 85.

Lesson Three.

ly in front of it; this is the serving line. To perform the event the contestant, with a tennis racket and a tennis ball, stands behind the serving line, and, using a regular tennis serve, attempts to hit the target; both feet must be behind the serving line at the time the ball is hit. Five or ten services is a good number for most competitions. The zones scoring from the bottom upward score 3-2-1. Balls hitting outside of the target score nothing. Balls hitting on the lines between spaces score for the lower space. Balls hitting the lines at the top or sides of the target score for the space adjacent to the point of hitting. The total points made by a contestant in all of his serves represents his score." Paddle tennis rackets and paddle tennis balls may be substituted for tennis rackets and balls.



9th Grade Program.

Second Quarter.

Lesson Four.

Stunts, Tumbling, Apparatus and Games.

Stunt: Squad 1.
Fish Hawk Dive.
Kneel on one knee. Extend the other leg backward, and off the floor. Extend the arms sideward for balance. Lower the trunk forward, and pick up a piece of folded paper with the mouth.

Tumbling: Squad 2.
Back Roll.
Knees deep bend, sit down, and roll over backward, to a straddle stand.

Apparatus: Squad 3.
Boom.
Place single boom, one foot above average head height. Hand travelling from side to side, over-hand grip.

Games: Squad 4. 26
Ten Pins.
Equipment. Small Indian Clubs or candle pins; hard rubber balls.
"Pins are set up in the form of an equilateral triangle, and bowled at from any suitable distance. Play individually or by sides. For scoring use the usual method in bowling."

26.
University of Michigan. Physical Education Activities for High School Girls. Lea & Febiger. Philadelphia. 1928. p. 78.

9th Grade Program.

Second Quarter.

Lesson Five.

Stunts, Tumbling, Apparatus and Games.

Stunt: Squad 1. 27

Corkscrew.

"Place a piece of paper or an object the size of a walnut on the outer side of the right foot. Pass the left hand in front of the body, around the outside of the right leg, forward between the legs, and around in front of the right leg and pick up the object. Keep both feet on the floor a few inches apart. Try this on the other side."

Tumbling: Squad 2.

Back Roll.

See lesson four, for instruction in teaching.

Apparatus: Squad 3.

Box. (Side)

Jump to a kneel, with double take-off. Dismount backward.

Games: Squad 4.

Spin the Plate.

All players are 'numbered off' from one and up. They sit in a circle or an equal distance away from the player who is 'it.' 'It' will spin the plate, and quickly call a number. If the called number succeeds in catching the plate before it flattens on floor, and is still spinning, 'it' has to remain in center, and re-spin the plate. This continues until 'it' is released by a player who has been too slow to catch the plate before it lies flat.

27. University of Michigan. Physical Education Activities for High School Girls. Lea & Febiger. Philadelphia. 1928. p. 225.

9th Grade Program.

Second Quarter.

Lesson Six.

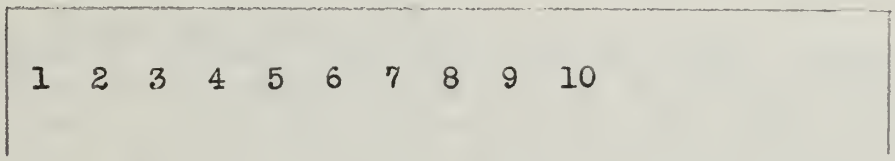
Stunts, Tumbling, Apparatus and Games.

Stunt: Squad 1.
Jump the Stick.
Equipment: A wand for each pupil. Hold the wand at arms length, and jump over the wand and return. The hands should be placed as close together as possible, since this gives more length and makes preformance easier.

Tumbling: Squad 2.
Review.
a. Forward roll.
b. Shoulder stand.
c. Back roll.

Apparatus: Squad 3.
Forward somersault over boom, placed at waist height.

Games: Squad 4. [28]
Bridge Board.
Bore auger holes through a board of suitable size and saw it in two on line with the center of the holes. Any numbers written above as shown in diagram below:



Object of the game is to roll marbles into arches from a given distance or if holes are made large enough small rubber balls may be used instead of the marbles. The player scores the number marked above the hole through which he shoots.

28. University of Michigan. Physical Education Activities for High School Girls. Lea & Febiger. Philadelphia. 1928. p. 71.

9th Grade Program.

Second Quarter.

Lesson Seven.

Practice in game skills, leading to skill in the playing of basketball.

For purposes of instruction, the class should be divided into squads, preferably of eight to twelve pupils each. Each squad is given a definite assignment, and will spend eight minutes in practicing and perfecting the technique of the activity to which it has been assigned. At eight minute intervals each squad will change or rotate to another activity. By the end of the period, every student will have participated in every part of the lesson program. At the beginning of the lesson, the teacher should explain and demonstrate each relay.

Squad 1: Chest Pass Relay.

The squad is divided into two teams of equal numbers. They will stand facing each other, with a distance of four yards between each team. The teams will be in flank formation, a distance of three feet between each team member. On a given signal, number one on each team will throw the ball, using a chest pass, to number two of the opposite team. Number three, in turn, throws the ball across to number four, so that the ball will zig-zag the length of each team, and return to number one again. Vary the formation by using the circle instead of flank formation.

Squad 2. Throw and Catch Relay.

The squad is divided into two teams of equal numbers. They are lined up at approximately 20 or 25 feet from a rope that is stretched 8 to 10 feet above floor. At a given signal, number one will run forward, toss the ball over the rope, catches the ball on the other side, runs around a given objective, runs back, and hands the ball to the next in line. If the player is not successful in catching the ball the first time, she must continue trying until she does succeed.

Squad 3. Basket-Point Relay.

The squad is divided into two teams of equal numbers. Each team member is standing two feet in back of the one in front, with the legs placed in a wide stride position. The ball is rolled backward between the legs of each girl. When it reaches

the last girl in the team, she will shoot for a goal until she is successful, then run to the front of her team, and pass the ball back.

Squad 4. Bounce Pass Relay.

The squad is divided into two teams of equal numbers. They will stand in column formation, about 4 feet between each player. Each player will bounce the ball in front of her, then pass it over her head to the next player.

9th Grade Program.

Second Quarter.

Lesson Eight.

1. Squads 1 and 11. Dribble and Shoot Relay. 15 minutes.

Each squad is divided into two teams of equal numbers. Squad 1 will be at one end of the gymnasium facing a basket, squad 2 at the other end of the gymnasium, facing a basket. On a given signal, number one will dribble the ball, from the starting line until she reaches the 'ideal spot,' and then will shoot for goal, until she is successful. She will then run back and hand the ball to the next player. After each squad has been through the relay several times, Team A of squad 1 will compete against Team A of squad 2, Team B of squad 1 against Team B of squad 2.

2. Squads 111 and 1V. Juggle Relay. 15 minutes.

"Object: to familiarize the players with the seldom used but extremely valuable juggle play. Draw two parallel lines six feet apart and arrange the players in file formation behind one of them. The first girl juggles the ball across the intervening space, catches it, passes it to the next player on her team and runs to the end of her file.
Variation of 1. Object: to juggle successfully against opposition. Players arranged in file formation, juggles the ball over each girl, who jumps to intercept; when she reaches the end of the file turns and she juggles back to place. Keep individual scores of successful juggles."[29] After each squad has been through the relay several times, Team A of squad 3 will compete against Team A of squad 4, Team B of squad 3 against Team B of squad 4.

3. Squads rotate for 10 minutes.

4. Count Passes. 10 minutes.

Divide the class into two teams, and assign one third of each team to each section of the basketball field. The ball is tossed up in the center, between two players chosed at random, and is in play from that time and on. Each team tries to keep it away from the other team. A scorer counts the number of consecutive passes made before the other team intercepts the play. At the end of an eight minute period, the team making the greatest number of consecutive passes, wins.

29. Lynn. Physical Education. Public Schools. Lynn, Massachusetts. 1930. p. 82.

9th Grade Program.

Second Quarter.

Lesson Nine.

Squad 1. Tag the Ball.

The object of this game is to teach the guard to jump, and to intercept the ball. A circle is formed, with the guard in the center. She tries to catch the ball or deflect it from its course as it is passed across the circle. When she succeeds, she changes places with the girl who touched the ball last.[30]

Squad 11. Round Ball.

"This is an advanced form of Circle Ball, there being two competing teams in a circle, with wide spaces between.

The players form in a circle, drop hands, and step backward two paces to make an interval between players. They number off in twos. The first Number One is captain for the Ones, and the first Number Two is captain for the Twos. Each captain has a ball. The game consists in throwing the ball around the circle, the ball started by captain Number One going only to the players of that number, and the ball started by captain Number Two to the players who bear his number.

The team wins whose ball first completes the circle five times. Each time that the captain receives the ball he calls out a number corresponding to the number of times the ball has circulated, "One" for the first time, "Two" for the second, etc. The play should be rapid. Any player dropping the ball must pick it up and throw in regular form."

Squad 111. Center Catch Ball.

All players stand in a circle, two or three feet between each player. 'It' stands in center of circle, and tries to catch the ball, which is tossed rapidly from one circle player to another. When he is successful in intercepting the ball, he changes places with the last one who touched the ball.

Squad 1V. Goal Shooting.

Two teams shoot for different baskets, until one team has made the number agreed upon before start of competition. The number depends upon the time limit.

30. Lynn. Physical Education. Public Schools. Lynn, Massachusetts. 1930. p. 83.

9th Grade Program.

Second Quarter.

Lesson Ten.

Squad 1. Basketball Target Throw.[31]

"An Indian club and a basketball are required for this event. Stand the club on end on the ground. Establish a throwing line three feet long sixty feet from the Indian Club. To perform the event the contestant stands on the throwing line and throws the ball at the Indian club. One foot must be in contact with the throwing line at the time the ball is released. Throws knocking the club over on the fly count three points, on the first bounce two points, after the second bounce one point. Throws failing to knock the club over score nothing. Five or ten trials are good for most competitions. The total number of points made by a contestant represents his score."

Squad 11. Basketball Goal Shoot.

The contestant stands beneath the basket, holding a basketball. He is given one minute to shoot as many baskets as he can. His score equals the number of times the ball has gone through the basket. When each member of Teams A and B of squad 11, have finished shooting, the team with the highest number of aggregated points, is the winner.

Squad 111. Catching and Passing.

Three pupils working at one time. Catching the ball which is thrown against a smooth wall for ten consecutive times. Keep record of successful passes, to compare with other squads.

Squad 1V. Jumping and Reaching.[32]

"The individual stands near a wall with the right side toward the wall, a piece of chalk in the right hand. The arm is reached as high as possible and a mark established on the wall. A jump is then made into the air. The individual marks on the wall while in the air, at the highest point she can reach. The number of inches between the two marks is recorded."

31.
S. C. Staley. Individual and Mass Athletics. A. S. Barnes & Co., New York. 1925. p. 69.

32.
Alice W. Frymir. Basketball for Women. A. S. Barnes & Co., New York. 1928. p. 182.

9th Grade Program.

Second Quarter.

Lesson Eleven.

A. Practise of Individual Skills. 20 minutes.
Divide the class into four squads. Practise the skills enumerated in lesson ten, five minutes for each squad.
33.

B. Captain Basketball. 15 minutes.
"Ground: - Basketball court divided into three parts, two ends containing bases each 3 feet in diameter. The bases are arranged in a semi-circle.
Equipment: - Regulation basketball.
Teams: - The players on each team are basemen, captains, guards, and a roving center guard. More guards may be added to make it less strenuous.
Game: - Object: To throw the ball from baseman to baseman, and from baseman to basket.
Score: - Each field throw from baseman to basket equals 2 points; each free throw equals one point.
Play: - Ball thrown up in center as in basketball. Opposing guards try to intercept ball and throw it to one of their own basemen, who attempts to score.
Ball out of Bounds: - If touched last by a baseman, given to opposing guards. If touched last by a guard, given to the nearest opposing baseman.
Stepping over Lines: - Ball goes to nearest opponent.
Time of Halves: - Ten minutes. Five-minute rest period.
Fouls: - (1) Holding ball over three seconds.
(2) Walking with ball; that is, completing step.
(3) Overguarding; all guarding must be in the vertical plane.
(4) Baseman stepping out off base with both feet.
(5) Captain stepping out with one foot.
(6) Roughness.
(7) Guards stepping into circle.
Penalty: - Opposing baseman has free throw for goal from nearest base. Whether made or not the ball is dead and is thrown up from the center.

33.
Lynn. Physical Education. Public Schools. Lynn, Mass. 1930. p. 83.

The lesson in captain basketball should be presented to the class, in the following order of progression.

1. Listen to a description of the game.
2. Observe teacher, as she roughly sketches court and position of players, on blackboard.
3. Listen to a description of the necessary fundamental rules.
4. Play for five minutes.
5. Stop for corrections and explanations.
6. Continue to play until end of period.

Lesson Twelve.

Repetition of lesson eleven.

Lesson Thirteen.

Repetition of lesson eleven.

Lesson Fourteen.

Repetition of lesson eleven.

9th Grade Program.

Second Quarter.

Lesson Fifteen.

A. Practise of Individual skills. 20 minutes.
Divide the class into four squads. Let each squad devise its own method of practising the following basketball elements.
1. Running.
2. Throwing.
3. Bouncing.
4. Shooting.
5. Guarding.
6. Dodging.

B. Nine-Court Basketball. 15 minutes.[34]
"Equipment - One regulation basketball, two basketball goals.
Marking of Field - Divide the regulation court into nine sections as in accompanying diagram. Number the sections as in diagram. If there is no regulation court, divide the largest available space into nine sections.
Teams - Each team shall consist of nine members. One member of each team shall stand in one section. The players in the three courts nearest the basket are forwards; those in the middle courts, centers, and those in the courts farthest from their baskets, guards. Each time a basket is made, the players move to the next square small court - 1 into 2, 2 into 3, etc.
Game - The object of the game is to score as many goals as possible and to prevent opponents from scoring. A goal is scored when one of the three forwards throws the ball through the basket. Only the forwards may shoot at the basket.
Start - The game is started by the referee tossing the ball in the air between two opposing players in Court 5, each player facing her own basket. Each player tries to send the ball toward her own basket, others playing upon the ball immediately.
Possession of Ball.
1. When catching a ball two hands are necessary to secure it, but if caught, it may be retained in one hand or thrown with one hand.
2. When a ball has been caught it must be thrown within three seconds. If the player has fallen down, the three seconds are counted from the time when all the body weifht is again on the feet.

34.
Lynn. Physical Education. Public Schools. Lynn, Mass. 1930. p. 86.

3. The ball may be thrown, batted, bounced, or juggled in any direction. The ball may be bounced once only, with one or both hands. The ball may be juggled once only. A bounce shall not be used combined with a juggle.
4. No player may hand or roll the ball to another player. The ball must be thrown or bounced to another player, or thrown for the goal. The player when throwing the ball must be standing on one or both feet or jumping in the air.

Score - A team scores 1 point each time that it makes a goal. After a goal is made the ball is again tossed up in the center area.

It is a Foul:

1. To step with both feet while holding ball.
2. To hand ball to another player, kick it, or touch it when it is held by another.
3. To overguard the ball or holder, to push, strike, or interfere with the progress of a player.
4. To step with either foot outside any boundary line of the court in which the player is playing.

Penalty: - An unguarded throw is given to the opponent of the player who committed the foul.

Out of Bounds: - If at any time during the game the ball goes out of bounds it shall be so declared by the referee and put in play again, by an opponent of the player who caused it to go out of bounds, at right angles to the spot where the ball left the court.

Possession of Ball: - When two players have possession of the ball, the one who touched it first should have it. If this cannot be decided instantly, the ball is thrown up between them, as at the start of the game.

Time: - The game shall consist of two halves of 10 minutes each with a 5 minute rest period.

Suggestions: - The throwing should be fast and accurate. In general, short passes make a better game than long ones.

The lesson in nine-court basketball should be presented to the class in the following order of progression.

1. Listen to a description of the game.
2. Observe teacher, as she roughly sketches court and position of players, on blackboard.
3. Listen to a description of the necessary fundamental rules.
4. Play for five minutes.
5. Stop for corrections and explanations.
6. Continue to play until end of period.

9th Grade Program.

Second Quarter.

Lesson Sixteen.

Repetition of lesson fifteen. As students become familiar with the game, shorten the 'skill' practice period at the beginning of class, and lengthen the playing period of the game.

Lesson Seventeen.

Repetition of lesson fifteen.

Lesson Eighteen.

Repetition of lesson fifteen.

Lesson Nineteen.

Retest all students, using the same tests that are enumerated in lesson one, first quarter.

Lesson Twenty.

Retest all students, using the same tests that are enumerated in lesson two, first quarter.

9th Grade Program.

Third Quarter.

Lesson One.

A. Posture Training and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running around gymnasium.
   b. Review: facings left and right while marking time.
      Review: facings left and right about while marking time.
      Review: marching forward and halting.

2. Conditioning exercises. 10 minutes.

   a. Posture exercise: for pelvic control.
      1. Stand with back toward wall. Head, shoulders, and hips should be touching the wall, the heels five inches from the wall.
      2. Draw the lumbar spine back against wall by tightening abdominal and gluteal muscles. Hold for about ten seconds.

   b. Abdominal exercise:
      1. Lying on floor, hands placed upon hips.
      2. Slow knee bending and stretching upward to horizontal.
      3. Single leg lowering, in very slow rhythm.

   c. Foot exercise:
      1. Marking time in place, in slow rhythm, with feet inverted.

   d. Endurance exercise:
      1. Skipping in place.

B. Game: 15 minutes. [1]
   Hit-Pin Baseball.

1. Athletic Activities for Women and Girls. American Sports Publishing Company. 1929-30. p. 137.

9th Grade Program.

Third Quarter.

Lesson Two.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running.
   b. Review of previous lesson.
   c. Add: ¼ wheelings while standing still and marching time.
   d. Add: Backward marching.

2. Conditioning exercises. 10 minutes.

   a. Posture exercise: for pelvic control.
      1. Stand with feet apart, knees ¼ bent, trunk inclined forward, hands on knees.
      2. Draw abdomen in and up. Hold 10 seconds.

   b. Abdominal exercise:
      1. Lying on floor, hands placed behind head.
      2. Slow knee bending and stretching upward to horizontal.
      3. Double leg lowering, in very slow rhythm.

   c. Foot exercise:
      1. Sitting, with one knee crossed over other, the top leg hanging free. (Class should be seated on stall bar stools.)
         'Extend ankle, pushing down with toes, then turn foot inward and upward, in a circular motion, flexing the ankle strongly.'[1]

   d. Endurance exercise:
      1. Marking time in place with high knee bending.

B. Game: 15 minutes.
   Overtake.[2]

1. Drew, Lillian. Individual Gymnastics. Lea & Febiger, Philadelphia and New York. 1926. p. 227.
2. Hillas and Knighton. An Athletic Program for High School and College Women. A. S. Barnes & Co., 1929. p. 63.

9th Grade Program.

Third Quarter.

Lesson Three.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running.
   b. Review of previous lesson.
   c. Add: Facings left and right while marching.

2. Conditioning exercises. 10 minutes.

   a. Posture exercise: for pelvic control.
      1. Lying on floor, hands on hips, knees bent.
      2. With compression of abdominal and gluteal muscles, draw lumbar spine to floor. Hold 10 seconds.

   b. Abdominal exercise:
      1. Lying on floor, hands on hips, legs horizontal, knees stiff.
      2. Move legs alternately back and forth, keeping knees stiff.

   c. Foot exercise:
      The "Grip Walk." Step forward with one foot. As the weight is brought forward, grip strongly with advanced foot. Relax grip as the next step is taken and repeat thus--"Step and grip, step and grip."[1]

   d. Endurance exercise:
      Running in place.

B. Game: 15 minutes.
   Hit-Pin Baseball.

1. Drew, Lillian. Individual Gymnastics. Lea & Febiger, Philadelphia and New York, 1926. p. 229.

9th Grade Program.

Third Quarter.

Lesson Four.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running.
   b. Review of previous lesson.
   c. Facings left and right about while marching.

2. Conditioning exercises: 10 minutes.

   a. Posture exercise:
      1. 'Marching with knee bending upward, and arms swinging freely from shoulders.'[1]

   b. Abdominal exercise:
      1. Pupils working together in couples. No. 1 is kneeling on both knees, grasping ankles firmly of No. 2. No. 2, with hands on hips, will lower trunk slowly to floor. After resting a very short period, No. 2 will raise trunk to sitting position.

   c. Foot exercise:
      1. Students will originate relays, by files. The relay must include walking on the outer edge of the feet.

   d. Endurance exercise:
      1. Running in place 16 counts. On the first of every four counts, turn left, until one complete revolution has been made.

B. Game: 15 minutes.
   Overtake.

1. Drew, Lillian. Individual Gymnastics, Lea & Febiger, Philadelphia and New York. 1926. p. 129.

9th Grade Program.

Third Quarter.

Lesson Five.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running.
   b. Review of previous lesson.
   c. Facings left and right about while marching in column formation.

2. Conditioning exercises. 10 minutes.

   a. Posture exercises: to prevent hyper-extension.
      1. Arms raised forward, upward, and feet in side stride position.
      2. Arm flinging forward downward, finger tips touching toes, knees remaining stiff.

   b. Abdominal exercise:
      1. Pupils working together in couples. No. 1 is kneeling on both knees, grasping ankles firmly of No. 2. No. 2 with arms folded across chest, will lower trunk slowly to floor. After resting a very short period, No. 2 will raise trunk slowly to sitting position.

   c. Foot exercise:
      1. Marble relay. Place empty receptacle in front of each team. Around it, place a number of marbles equal to the number on the team. Each girl walks up to receptacle, on outer edge of feet, picks up marble with toe, drops into receptacle, and walking back to team, tags off next player.

   d. Endurance exercise:
      1. Alternate skipping forward, with skipping backward, skipping around to the left, with skipping around to the right. 4 counts in each direction.

B. Game. 15 minutes.
   Dodge Ball.[1]

1. Staley, S. C. Games, Contests and Relays. A. S. Barnes and Co., New York. 1925. p. 52.

9th Grade Program.

Third Quarter.

Lesson Six.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running.
   b. Review of previous lesson.
   c. Quarter wheelings left and right while marching.

2. Conditioning exercises. 10 minutes.

   a. Posture exercise: to prevent hyper-extension of lower back.
      1. Hands placed in back of head and feet in side stride position.
      2. Swing trunk vigorously forward downward, placing elbows between knees.

   b. Abdominal exercise:
      1. Pupils working together in couples. No. 1 is kneeling on both knees, grasping ankles firmly of No. 2. No. 2, with hands in back of head, will lower trunk slowly to floor. After resting a very short period, No. 2 will raise trunk slowly to sitting position.

   c. Foot exercise:
      1. Hands placed on hips. Slow heel raising and knee one-half bending with weight on outer edge of feet.

   d. Endurance exercise:
      1. Skipping rope by files. Students invent stunts and relays with the skipping.

B. Game. 15 minutes.
   Hit-Pin Baseball.

9th Grade Program.

Third Quarter.

Lesson Seven.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running.
   b. Review of previous lesson.
   c. One-half wheelings left and right, from standstill, marking time, and marching.

2. Conditioning exercises. 10 minutes.

   a. Posture exercise: for pelvic control.
      1. Stand with back toward wall. Head, shoulders and hips should be touching the wall, the heels five inches from the wall.
      2. Draw the lumbar spine back against wall by tightening abdominal and gluteal muscles. Hold for about ten seconds.

   b. Abdominal exercise:
      1. 'Stand with feet together and the arms extended above the head.
      2. Bend over to the left, and sway back again to the right.' Do not keep hands and arms rigidly above head.'[1]

   c. Foot exercise:
      1. Chalk writing relay.
         Each member of team walks up to a given point and with chalk between toes, makes a mark on the floor.

   d. Endurance exercise:
      1. Skipping rope by files. Students invent stunts and relays with the skipping.

B. Game. 15 minutes.
   Dodge Ball.

1. Sargent, D. A. Health, Strength and Power. Dodge Publishing Co., New York, 1914. p. 168.

9th Grade Program.

Third Quarter.

Lesson Eight.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

a. Marching, skipping and running.
b. Review of previous lesson.
c. Full wheeling left and right, from stand-still, marking time, and marching.

2. Conditioning exercises. 10 minutes.

a. Posture exercise: for flexion and extension of upper back.
1. 'Lying on back, grasping with both hands one knee which is bent upward to chest.
2. Lift the head, drawing it forwart to meet the knee.
3. Lower head and extend upper back, lifting the chest as high as possible from the floor, and keeping the head on the floor.'[1]

b. Abdominal exercise:
1. Lying on floor, hands braced against floor, under thighs, feet together in horizontal position.
2. Feet apart and together.

c. Foot exercise:
Original marble relays.

d. Endurance exercise:
1. Skipping rope by files. Students invent stunts and relays with the skipping.

B. Game. 15 minutes.
Hemenway Ball.[2]

1. Sumption, D. Fundamental Danish Gymnastics for Women. A. S. Barnes, New York. 1927. p. 81.
2. Lynn, Physical Education. Public Schools. Lynn, Mass. 1930. p. 89.

9th Grade Program.

Third Quarter.

Lesson Nine.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running.
   b. Review of previous lessons.

2. Conditioning exercises: 10 minutes.

   a. Posture exercise: for relaxation, and stretching.
      1. Elephant Walk: Head, arms chest and knees completely relaxed as body flops forward or around in the walk. Follow with tiptoe walking and elevation of arms with complete stretching--in individual rhythm.

   b. Abdominal exercise:
      Lying on back--bicycling.

   c. Foot exercise:
      Original chalk relays.

   d. Endurance exercise:
      Skipping rope by files. Students invent stunts and relays with the skipping.

B. Game. 15 minutes.
   Hit-Pin Baseball.

9th Grade Program.

Third Quarter.

Lesson Ten.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running.
   b. Review of previous lessons.

2. Conditioning exercises. 10 minutes.

   a. Posture exercise: for pelvic control.
      1. Stand with feet apart, knees $\frac{1}{4}$ bent, trunk inclined forward, hands on knees.
      2. Draw abdomen in and up. Hold 10 seconds.

   b. Abdominal exercise:
      1. Lying on back--bicycling.

   c. Foot exercise:
      1. Invented marble relays.

   d. Endurance exercise:
      1. Hands placed upon hips.
      2. Toe touching forward, with knee bending upward, followed by toe touching sideward, and knee bending upward. Jump on supporting foot, with each movement of opposite foot.

B. Game. 15 minutes.
   Allow class to select a game from those previously learned.

9th Grade Program.

Third Quarter.

Lesson Eleven.

A. Folk Dancing.
Half Moon.

B. Individual and Squad Games.

Squad 1. Faba Gaba.
Each player should have three bean bags, and a waste basket. Each player tosses or throws her three bean bags successively at basket. The player getting the largest number of bags into the basket in a given number of trials, wins.

Squad 11. Jump the Shot.
'It' stands in center of circle with rope in her hand. The rope should have weighted shot at the end. 'It' swings rope rapidly around circle as close as possible to the feet of the players. Players are eliminated as soon as they are hit, and must leave circle. Winner is the last one to be hit.

Squad 111. Spin the Plate.
All players are'numbered off' from one and up. They sit in a circle or an equal distance away from player who is 'it'. 'It' will spin the plate and quickly call a number. If the called number succeeds in catching the plate before it flattens on the floor, and is still spinning, 'it' has to remain in center, and re-spin the plate. This continues until 'it' is released by a player who has been too slow in catching the plate before it lies flat.

Squad 1V. Ten Pins.
Small Indian clubs or candle pins, and hard rubber balls are needed.
"Pins are set up in the form of an equilateral triangle, and bowled at from any suitable distance. Play individually or by sides. For scoring use usual method in bowling."

9th Grade Program.

Third Quarter.

Lesson Twelve.

A. Folk Dancing. 15 minutes.
All Black Brothers.[1]

B. Individual and Squad Games.

Squad 1. Tether Ball.[2]

Squad 11. Fire.
A large handkerchief or towel is needed. The players sit on stools or benches, in a circle, with the exception of one player, who is 'it'. The handkerchief is designated as 'Fire'. 'Fire' is passed quickly from one player to another, and 'it' must try to tag a player when the player has 'Fire' in her possession. 'Fire' may be passed in back or in front of a player, or tossed from one player to another.

Squad 111. Three Broad.
Double circle, facing inward, couples with inside arms hooked. Two players are excluded from circle, one is 'It' the other the 'Runner'. The 'Runner' prevents being tagged by hooking arms with one of the couples. The girl on the other end then becomes 'Runner' and 'It' tries to tag her before she is successful in attaching her-self to a couple. If 'It' succeeds in tagging the 'Runner', their positions are reversed.

Squad 1V. Four Around.
Circle formation, each unit in circle three or four deep--all facing toward center of circle. One girl is 'it'. She starts running around the circle, either left or right. When she comes to a certain group, which she quickly selects, she tags the last player, and continues running in the direction that she started in. The pupil tagged must tag the one in front of her, and this same tag is repeated until it reaches the first girl. The moment a girl is tagged she runs after 'It' and tries to get back to her place before 'It' can. Last one to arrive becomes 'It'.

1. Burchenal, Elizabeth. Folk Dances of the Home Lands. G. Schirmer, Inc., New York. P. 37.
2. University of Michigan. Physical Education Activities for High School Girls. Lea & Febiger, Philadelphia. 1928. p. 114.

9th Grade Program.

Third Quarter.

Lesson Thirteen.

A. Folk Dancing. 15 minutes.
Captain Jinks.[1]

B. Individual and Squad Games.

Squad 1. Darts.[2]

Squad 11. Double Rope Skip Relay.[3]
Arrange the teams in parallel columns of two's, 10 feet apart, abreast of a common line. Establish a turning point 60 feet in front of each column. Give the first pair of players in each column a rope 10 feet long. Each player holds one end of the rope in her outside hand and links her inside elbow with her partner. At signal, the first pair runs forward to or around the turning point and returns to the starting line, skipping the rope all of the way. At the starting line, they pass the rope to the second pair, who repeat the performance. In any case where skipping is halted the players must halt their forward progress without skipping, and each pair must run in turn until all have run. The team having its last pair recross the starting line first wins.

Squad 111. Handkerchief Snatch. [4]

Squad 1V. Broncho Tag.
Form a circle of twos, or as many more as numbers will allow. Each girl places her arms about waist of the one in front of her. There are two extra players, one is 'It' and the other is the 'Runner'. The 'Runner' tries to catch on to the end of one group, but each group by turning, and twisting do all that they can to prevent the 'Runner' from catching onto their end girl. If the 'Runner' is successful, the first one in the column must run, and 'It' tries to tag her before she attaches herself to a group. If 'It' does succeed in catching a 'Runner' their positions become reversed.

1-.
LaSalle, Dorothy. Rhythms and Dances for Elementary Schools. A. S. Barnes & Co., New York. 1926. p. 76.
2.-4.
University of Michigan. Physical Education Activities for High School Girls. Lea & Febiger, Philadelphia. 1928. p. 71. p. 153.
3. Staley, S. C. Games, Contests and Relays. A. S. Barnes & Co., New York. 1926. p. 25.

9th Grade Program.

Third Quarter.

Lesson Fourteen.

A. Folk Dancing. 15 minutes.
Swart.

B. Individual and Squad Games.

Squad 1. Bridge Board.
Bore auger holes through a board of suitable size and saw it in two on line with the center of the holes. Any numbers written above as shown in diagram below: (Note: See Second Quarter, lesson six.) Object of the game is to roll marbles into arches from a given distance or if holes are made large enough small rubber balls may be used instead of the marbles. The player scores the number marked above the hole through which he shoots.

Squad 11. Deck Shuffle Board.[2]

Squad 111. Rope Quoit Tossing Relay.[3]

Squad 1V. Blind Man Swat.
Arrange all but one of the players in a circle fifteen feet in diameter, players facing in. Appoint the extra player 'It', blindfold him, give him a swatter and place him in the center of the circle. Number the players consecutively, giving 'It' the last number. At signal 'It' calls three numbers (not greater than those held by the players.) The players holding the numbers called must attempt to exchange places at once. 'It' attempts to strike either of them with the swatter. Either runner hit while changing becomes 'It'. If 'It' fails to hit a player he remains 'It' and calls three new numbers. If 'It' does succeed in transferring his office he takes position in the circle; the new 'It' is blindfolded, given the swatter and placed in the center. He calls three new numbers and the game continues.

1. Shambaugh, M. E. Folk Dances for Boys and Girls. A. S. Barnes & Co. 1929. New York. p. 50.
2. Dayman, A. Education Through Physical Education. Lea & Febiger, Philadelphia. 1928. p. 302.
3. Hermann, Ernst. An Outline of Physical Education. University Press. 1917. p. 78.

9th Grade Program.

Third Quarter.

Lesson Fifteen.

A. Folk Dancing. 15 minutes.
How-Do-You-Do.[1]

B. Individual and Squad Games.
Repeat this section in lesson eleven.

Lesson Sixteen.

A. Folk Dancing. 15 minutes.
Little Man in a Fix.[2]

B. Individual and Squad Games.
Repeat this section in lesson twelve.

Lesson Seventeen.

A. Folk Dancing. 15 minutes.
Review:
   a. Half Moon.
   b. All Black Brothers.
   c. Captain Jinks.

B. Individual and Squad Games.
Repeat this section in lesson thirteen.

Lesson Eighteen.

A. Folk Dancing. 15 minutes.
Review:
   a. Swart.
   b. How-Do-You-Do.
   c. Little Man in a Fix.

B. Individual and Squad Games.
Repeat this section in lesson fourteen.

Lessons Nineteen and Twenty.

Retest for individual physical efficiency.

1. LaSalle, Dorothy. Rhythms and Dances for Elementary Schools. A. S. Barnes & Co., New York. 1926. p. 96.
2. Burchenal, E. Folk Dances from Old Home-Lands. G. Schirmer, Inc. New York. p. 62.

9th Grade Program.

Fourth Quarter.

Lesson One.

A. Folk Dancing. 15 minutes.
Lovely Wulka.[1] German.

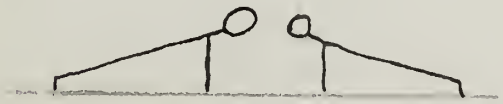
B. Stunts, Tumbling and Pyramids. 20 minutes.

Stunt: Squad 1.
Review Crane Dive and Fish Hawk Dive.

Tumbling: Squad 2.
Review Forward Roll.

Pyramids: Squad 3.

a. Teach a combination of two, as pictured below.
b. Teach a 'sitting mount'.[2]
"The Top girl stands in front of the Under girl, both facing in the same direction. The Under girl bends forward or kneels on one knee, and places her head between the knees of the Top girl and grasps the Top girl's legs below the knees. She then straightens to an upright position and this places the Top girl in a sitting position on her shoulders.
To dismount, the Under girl bends forward until the Top girl can place her feet on the ground. The Under girl then takes her head from between the knees of the Top girl and straightens up. Or the Under girl bends forward, ducking her head and at the same time the Top girl gives a slight jump forward and lands in front of the Under girl, who has straightened up to a standing position.



2. Cotteral, B. and D. Tumbling, Pyramid Building and Stunts, A. S. Barnes & Co. New York. 1929. p. 73.

1. Burchenal, Elizabeth. Folk Dances from Old Home-Lands. G. Schirmer, Inc New York. 1922. p. 45.

9th Grade Program.

Fourth Quarter.

Lesson Two.

A. Folk Dancing. 15 minutes.
Knytnapspolska. Danish.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1.
Review corkscrew and Jump the Stick.

Tumbling: Squad 2.
Review Shoulder Stand.

Pyramids: Squad 3.
a. Review 'sitting mount'.
b. Teach a combination of two, as pictured below.

9th Grade Program.

Fourth Quarter.

Lesson Three.

A. Folk Dancing. 15 minutes.
Vrtens.[1] Slovak.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1.
Review Knee Dip and Toe Jump.

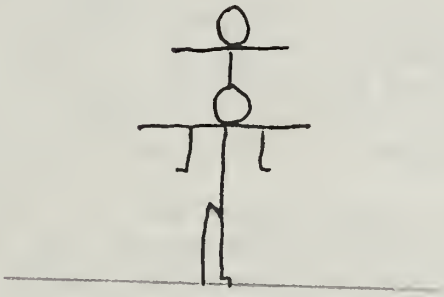
Tumbling: Squad 2.
Review Backward Roll.

Pyramids: Squad 3.

a. Teach a combination of two, as pictured below.
b. Teach a 'standing mount.'[2]
"The Top girl stands to the right and slightly back of the Under girl, facing towards the side of the Under girl. The Under girl stands with feet apart and the right knee bent in a good firm position. She reaches her hands up and towards her right side to the Top girl who grasps them by placing her left hand in the Under girl's left hands and the right in her right hand. In this first position the left hands are joined in front of the Under girl's forehead and the right hands are waist high and a little to the right side. The Top girl puts her right foot on the Under girl's right thigh as high up as possible, steps on the thigh and at the same time swings her left foot around and places it on the Under girl's left shoulder, which makes her face in the same direction as the Under girl. The Under girl assists by pulling up with her arms and standing as steady as possible. The Top girl then places her right foot on the right shoulder of the Under girl, who straightens her knee, and when she is steady she loosens her grasp of the Under girl's hands and stands upright with her hands at her side or raised sideward. The Under girl aids her by grasping her ankles.

1. Geary, Marjorie. Folk Dances of Csecho-Slovakia. A. S. Barnes & Co. New York. 1922. p. 10.
2. Cotteral, B and D. Tumbling, Pyramid Building and Stunts. A. S. Barnes and Co. New York. 1926. p. 74.

To dismount, the Under girl leans forward and the Top girl jumps to a stand on the mat. The Under girl must take care not to hold the Top girl's ankles too long and thus throw her.



9th Grade Program.

Fourth Quarter.

Lesson Four.

A. Folk Dancing. 15 minutes.
Waves of Tory.[1] Irish.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1.
Spring from a kneel to a stand. Kneel on both knees. Extend toes behind and sit on heels. Swing the arms and spring to a standing position without rocking on the toes or losing the balance.

Tumbling: Squad 2.
Head Stand. [2]
"The foundation for forming the Head Stand is a triangle to support the weight of the body. This is obtained by placing the head on the mat as the apex, and the two hands to form the base angles. The Head Stand can be taught in four progressive steps:

1. At the beginning, the student squats down with the knees spread wide, hands placed on the mat about eighteen inches apart, and the arms on the inside of the knees and held tightly against them. The student then leans forward, puts the weight of the body on the arms and rests the knees on the elbows of the bent arms, thus lifting the feet entirely from the floor. This exercise should be tried until the individual gets the feeling of resting the weight well on the arms.

2. The next step is to place the head on the mat, after the position described in 1. is taken, thus distributing the weight evenly on the hands and the head. The knees are still resting on the bent arms.

3. The third and more difficult step after 2. is to gradually lift the legs upward until they are in a straight line with the rest of the body. The power to lift the legs and balance the body will come with patient practice. The final position is reached when the back is arched, the toes

1. Burchenal, Elizabeth. Folk Dances from Old Home-Lands. G. Schirmer, Inc. New York. 1922. p. 14.

pointed, and the body in a true balance that can be held indefinitely.

4. The descent from the Head Stand is as important as the ascent. The head should be tucked in so that the chin is close to the chest, and a true Forward Roll taken. In this way, the individual receives no jar, and does not land flat on her back. The student should master this way of coming down at the very beginning, for when she is first learning, her balance will not be true, and she will topple over many times."

Pyramids: Squad 3.

a. Review 'standing mount'.
b. Teach a combination of two, as pictured below.

2. Cotteral, B. and D. Tumbling, Pyramid Building and Stunts. A. S. Barnes and Co. New York. 1926. p. 27.

9th Grade Program.

Fourth Quarter.

Lesson Five.

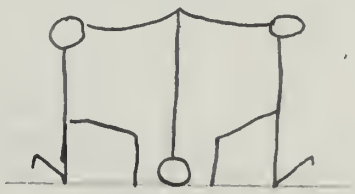
A. Folk Dancing. 15 minutes.
Sweet Kats.[1] English.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1.
Folded Leg Walk.
Sit on floor, grasp left foot, and place as high as possible against right thigh. Cross right over left leg, putting it as high as possible on left thigh. Legs are now folded. Change from sitting to kneeling position with legs folded thusly, and walk forward on the knees. Use arms to help in maintaining balance.

Tumbling: Squad 2.
Review Head Stand.

Pyramids: Squad 3.
a. Review 'sitting mount'.
b. Review 'standing mount'.
c. Teach a combination of three, as pictured below.



1. Burchenal, Elizabeth. Folk Dances from Old Home-Lands. G. Schirmer, Inc. New York. 1922. p. 71.

9th Grade Program.

Fourth Quarter.

Lesson Six.

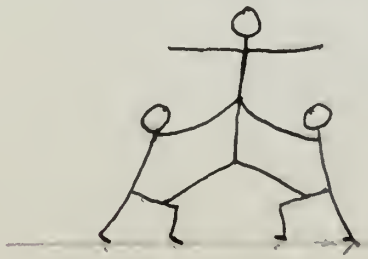
A. Folk Dancing. 15 minutes.
The Pretty Sister-in-Law.[1] Finnish.

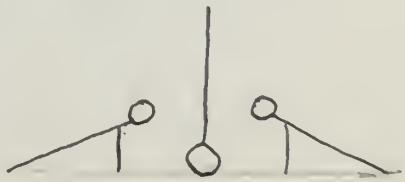
B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1.
Roly Poly.
Sit on mat, with knees bent and apart. Extend arms down through the bent knees, right arm going to outside of the right ankle, left to the outside of left ankle. Bring hands together and clasp over the front of the legs, near ankles. Rock from side to side, until momentum is gained, then roll way over with shoulders and hips touching the mat, push hard on to back, from there to the other shoulder, and up to sitting position. The movement is a rotary one, and cannot be achieved without momentum.

Tumbling: Squad 2.
Continuous Forward Roll.
The same start is used as with a Forward Roll. Instead of finishing at a stand, come up with legs crossed; the body continues to remain in a ball, and the impetus is gained from the first spring. Place arms on the outside of legs, and clasp hands in front of ankles.

Pyramids: Squad 3.
a. Review 'sitting mount'.
b. Review 'standing mount'.
c. Teach a combination of three, as pictured below.





1. Burchenal, Elizabeth. Folk Dances from Old Home-Lands. G. Schirmer, Inc. New York. 1922. p. 50.

9th Grade Program.

Fourth Quarter.

Lesson Seven.

A. Folk Dancing. 15 minutes.
Sekerecka.[1] Moravian.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1.
Russian Bear.
Take a deep knee bend, position. Placing the arms either on the hip or sideward, extend one leg forward. With a hop, quickly change feet, without loosing balance.

Tumbling: Squad 2.
Continuous Forward Roll in a Circle.
Execute in same manner as continuous Forward Roll, except that weight must be inward. If going clockwise, hands must be placed somewhat to the right each time roll is executed.

Pyramids: Squad 3.
a. Review 'sitting mount'.
b. Review 'standing mount'.
c. Teach a combination of three, as pictured below.

1. Geary, M. C. Folk Dances of Czecho Slovakia. A. S. Barnes & Co., New York. 1922. p. 14.

9th Grade Program.

Fourth Quarter.

Lesson Eight.

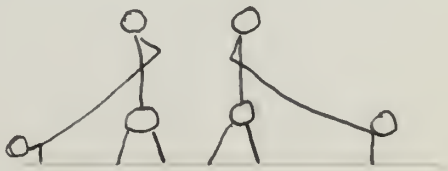
A. Folk Dancing. 15 minutes.
Review:
a. Lovely Wulka.
b. Knytnapspolska.
c. Vrtena.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1.
Cricket Walk.
Sit down on floor, with knees well bent, and apart, heels at thigh, and on the floor. Extend hands down between legs, and place them flat on the floor in back of heels, with fingers pointing outward. Bend the arms slightly, lean backward, and carry weight entirely upon the hands, lifting feet from the floor. Alternately change the weight from the hands to the feet, each time that the hands move, placing them forward two or three inches. Progress across mat in this fashion.

Tumbling: Squad 2.
Continuous Backward Roll.
Start as with Backward Roll. Allow body to rest temporarily on knees, at completion of first roll, long enough to gain impetus to continue into the next roll. Arms give push with each roll. Keep the body in a ball.

Pyramids: Squad 3.
a. Review 'standing mount'.
b. Teach a combination of four and six, as pictured below.



9th Grade Program.

Fourth Quarter.

Lesson Nine.

A. Folk Dancing. 15 minutes.
Review:
- a. Waves of Tory.
- b. Sweet Kate.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1.
Review:
- a. Jump from kneel to stand.
- b. Folded Leg Walk.
- c. Roly Poly.

Tumbling: Squad 2.
Review:
- a. Head Stand.
- b. Continuous Forward Roll.

Pyramids: Squad 3.
- a. Teach a combination of three, four, and six, as pictured below.

9th Grade Program.

Fourth Quarter.

Lesson Ten.

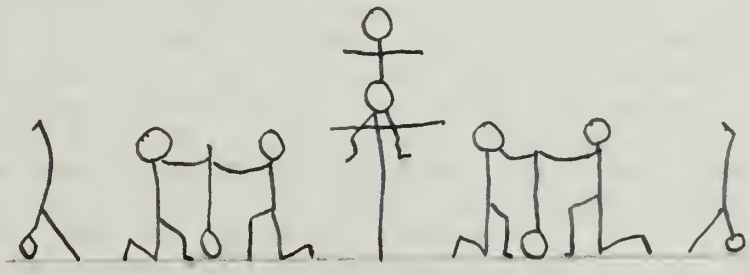
A. Folk Dancing. 15 minutes.
Review:
a. The Pretty Sister-in-Law.
b. Sekerecka.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1.
Review:
a. Russian Bear.
b. Cricket Walk.

Tumbling: Squad 2.
Review:
a. Continuous Forward Roll in a Circle.
b. Continuous Backward Roll.

Pyramids: Squad 3.
a. Teach combination pictured below.
b. Let squad, as a group, originate one pyramid, using 'three' as a unit.



9th Grade Program.

Fourth Quarter.

Lesson Eleven.

Squad 1. Baseball Target Throw.
(See lesson two: first quarter.)

Squad 2. Pass and Squat Relay.
Two teams lined up in column formation. The captain stands in front of team, facing it--approximately fifteen feet away. Captain throws the ball to the first girl in line, who immediately returns the ball, and then squats down. The captain continues throwing the ball to the next girl in line, who repeats the performance of number one. This is continued until ball reaches the last girl, who runs up and takes the place of the captain, the captain standing in front of number one. This continues until every girl has been captain once.

Squad 3. Base Running for Time.[1]
"On the signal "Go," the player standing in the batter's box, swings her bat, drops it, and circles the bases. Her time is taken from the signal "Go" until she touches home plate.

Squad 4. Overtake.[2]
"Equipment: 3 bases, 1 baseball.
Five players are in the field as pitcher, catcher, first, second and third basemen. The others are "at bat" waiting their turn to run. The object for the players in the field is to throw the ball from pitcher, to catcher, to first, to second, to third and home in the shortest space of time. The object for the others is to run to the bases, starting at home, in less time than the ball can be thrown. The ball and runner start at the same time, but at different places.
Score: The runner scores one point for each base she reaches ahead of the ball. As soon as the ball passes her and is caught by the baseman the runner is out. The baseman must have her foot in contact with the base when throwing. Each member of the team at bat is given

1. Hillas and Knighton, An Athletic Program for High School and College Women. A. S. Barnes and Co., New York. 1929. p. 60.

2. Ibid. p. 63.

a chance to run, the total score recorded and then they change places with the other team.

B. Group or Mass Game.

Hemenway Ball.

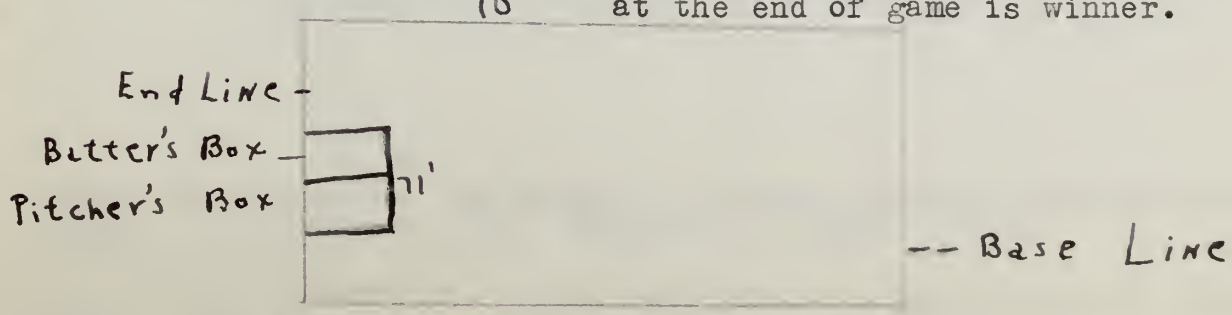
Equipment: One gymnasium: One indoor baseball and bat. Players are divided into two equal teams. Players of both teams are then numbered off. Team A is at bat while players on Team B are distributed over the playing space outside foul line. No. 1 of Team A goes to bat while No. 2 of the same team stands in the pitcher's box facing her and tosses the ball vertically in the air for the batter to strike. The batter becomes a runner when ball is batted into fair territory and she may go either to the base line and return home (complete a run) or she may remain on the base line until other hits are made. If she once steps over base line with one foot on return home she must attempt to complete the run. Each run scores one point.

No. 3 of Team A next pitches for No. 2; No. 4 for No. 3, and so forth. A team remains at bat until three outs are made, and outs are made when:--

1. When the batter: (a) Makes three unsuccessful strikes.
   (b) Fails to touch base line on home run.
   (c) Interferes with the ball while running.
2. When the fielders: (a) Hit runner with ball.
   (b) Tag base or end line before runner reaches there.
   (c) Catch a fly.
   (d) Tag runner with ball (in scoring an "out" fielders may not run with ball. If this rule is violated an 'out' cannot be scored.)

Foul Balls.--The first two foul balls count as a strike- the third one does not (as in regular baseball.) A foul fly caught by a fielder retires the batsman.

Innings.-----Any number of innings may be played. Team with the highest number of points at the end of game is winner.



9th Grade Program.

Fourth Quarter.

Lesson Twelve.

Squad 1. Bowl Club Ball.

Equipment: One soccer ball and one Indian Club.
Players: One pitcher, one catcher, one baseman, and any number of fielders. The baseman is about 10 feet behind the pitcher, there being only one base.
Game: Place the Indian club on the base behind the pitcher. The object of the game is for the base-runner to reach the base, secure the Indian club, and return home before either she or the Indian club has been hit.
The pitcher bowls the ball to the kicker, who kicks the ball into the field. If it be a fair ball she runs to the base behind the pitcher, secures the Indian club before it is knocked down by a fielder with the ball, and returns home without being hit by the ball, scoring a run. If, while running to the base, a fielder knocks down the club with the ball, or if the runner be hit with the ball after she had touched the base and is on her way home, she shall be out.
The fielder must throw the ball from where it is fielded. She cannot hold or run with the ball. Violation of these rules entitles the runner to a score.
A player is out on a fly caught; if hit by the ball while running bases, or if the Indian club be knocked down before she reaches the base. Three out constitute an inning. One home run scores 1 point.

Squad 2. Bunt Ball.

Equipment: Fifteen foot diamond, bat and baseball.
Players: One pitcher, one catcher, three basemen, and three batters.
Game: Pitcher throws from the line, using an underhand toss, batter bunts ball within diamond, and tries to reach first base before ball can be thrown there. Batter is out if--ball is hit, not bunted--fly is caught--she is forced out at base or touched with the ball when off base--ball reaches first base before the runner.

1. Hillas and Knighton. An Athletic Program for High School and College Women. A. S. Barnes & Co. New York. 1929. p. 67.

2. University of Michigan. Physical Education Activities for High School Girls. Lea & Febiger. Philadelphia. 1928. p. 177.

Squad 3. Ten Trips.

Three persons on a team in a line. The center person throws to one of the others, who throws to the third who throws back to the first who calls "One trip." This continues until ten trips are made. Team which first completes ten trips wins.

Squad 4. Baseball Target Throw.

(See lesson two. First quarter.)

B. Group or Mass Game.

Hit-Pin Baseball.[1]

1. Athletic Activities for Women and Girls. American Sports Publishing Company, New York. 1929-30. p. 137.

9th Grade Program.

Fourth Quarter.

Lesson Thirteen.

Squad 1 - Squad 2. Throw Baseball.[1]

Equipment: Small baseball diamond, and baseball. "Three players are batters with the rest scattered in the field in baseball positions. Extra players are fielders. Play starts with a batter, standing at "home," bouncing or rolling the ball into the field and then running to first base. A line is drawn 10 feet from "home" and the thrown ball must hit the floor in this section or the batter is out. Batters are put out as in baseball. As soon as a player is put out she becomes a fielder and all other players move up one position, with the catcher the new batter. A play is over when the catcher gives the ball to the next batter." "Confusion in rotation is avoided if all the positions are numbered and the umpire waits until changes have taken place before permitting the next batter to throw the ball."

Squad 3 - Squad 4. Tennis Baseball.[2]

Equipment: Small baseball diamond, and one tennis ball. "The players in the field are placed as in regulation baseball. The pitcher throws the tennis ball so that it hits several feet in front of home plate and crosses the plate between the knees and shoulders of the batter. The batter attempts to hit a good ball with her hand and to reach first base or beyond before the ball can be fielded and thrown to the baseman. Baseball rules apply in all instances." "Limit the number of batters to 3 and rotate players after each put out."

1. Hillas and Knighton. An Athletic Program for High School and College Women. A. S. Barnes and Co., New York. 1929. p. 65.

2. Ibid. p. 67.

9th Grade Program.

Fourth Quarter.

Lesson Fourteen.

Squad 1 - Squad 2. Combination of Throw and Overtake Baseball.[1]
Equipmemt: Baseball diamond and baseball.
"Divide the players into 3 squads of 5 each. One squad is at bat while the other squads are in the field. A batter standing at home plate, throws the ball and circles the bases as rapidly as possible. If the ball is fielded in the infield it must be thrown to home, first, second, third and home in an attempt to overtake the runner. The batter scores a point for every base she reaches ahead of the ball. The batter is out when the ball overtakes her and is caught by the baseman. If the ball is fielded in the outfield, it must be thrown to first, second, third and home. The other conditions are the same. Basemen must be in contact with their bases when throwing the ball.
Score: Each player at bat is given a chance to run, her points being added for the squad score. The squad at bat then goes to the outfield, the squad in the outfield moves to the infield while the infield squad is at bat."

Squad 3 - Squad 4. Bunt Ball.
(See Lesson Twelve. Fourth Quarter.)

Lesson Fifteen.

Teach Indoor Baseball.[2]

Lesson Sixteen.

Teach Indoor Baseball.

1. Hillas and Knighton. An Athletic Program for High School and College Women. A. S. Barnes and Co., New York. 1929. p. 65.

2. Out-door Baseball Guide. No. 121 R, American Sports Publishing Co. New York. 1929-30.

9th Grade Program.

Fourth Quarter.

Lesson Seventeen.

A. Mass drill work in technique of strokes.
Forearm drive and grip.
Backhand grip and drive.

B. Divide class in half, and count students off in couples; every 'one' should be pitted against a number 'two' of equal tennis experience. Bat balls back and forth, across nets that have been stretched the length of the floor. Make the following teaching suggestions, as occasion arises. "Stand far back in the court." "Run forward when necessary." "Reach out for your ball." "Start the stroke well back." "Make a long sweep with your racket." "Watch your ball," etc.[1] Rally in this fashion until the end of the period.

Lesson Eighteen.

Repeat procedure of Lesson Seventeen.

Lessons Nineteen and Twenty.

Retest for individual physical efficency.

1. Anderson, L. E. Tennis for Women. A. S. Barnes and Co. New York. 1926. p. 100.

Grade 10.

10th Grade Program.

Units of work to be covered in each quarter.

First quarter.

2 weeks - Individual Physical Efficiency Tests.

2 weeks - Posture Training.
Soccer, field-ball and relays.

2 weeks - Games of individual skill.
1. Badminton
2. Paddle Tennis
3. Tenaquoit
4. Indoor Tether Ball.
5. Jacks.

4 weeks - Round Robin Tournament, each student entering two of the games listed above.

Second quarter.

5 weeks - Stunts, Tumbling Apparatus and Pyramids. Original games and relays suggested by students.

4 weeks - Folk Dancing
Squad Games
Volley-ball and basket-ball game skills.

2 weeks - Mimetics

Third quarter.

2 weeks - Posture Training.
Hand apparatus.
Squad games.

4 weeks - Tap Dancing.
Stunts, Tumbling
Pyramids, Apparatus.

3 weeks - 9 Court Basketball.
Basket Team Ball.
Captain Ball.
Hit-Pin Baseball.

1 week - Individual Physical Efficiency Tests.

Fourth quarter.

4 weeks - Folk Dancing.
Tap Dancing.
Baseball Skills.

5 weeks - Self-testing activities. Indoor Track.
Base Crick.
Kit Ball.
Playground Ball.

1 week - Individual Physical Efficiency Tests.

10th Grade Program.

Description of units of work to be covered in each quarter.

First Quarter.

2 weeks - Individual Physical Efficiency Tests.
See Grade 9-1-1.

2 weeks - Marching tactics.
Conditioning exercises.
Soccer fundamentals.
a. Dribble relay.
b. Throw-In for Accuracy and Speed.
c. Kicking for Accuracy.
Field Ball fundamentals.
a. Liftin ball to self.
b. Passing and catching relay.
c. Drop kick.

2 weeks - Games of Individual Skill.
a. Badminton.
b. Paddle Tennis.
c. Tenaquoit.
d. Indoor Tether Ball.
e. Jack Stones.

4 weeks - Individual Games Tournament.

Second Quarter.

2 weeks - Mimetic Exercises.
a. Teamsters' Warming.
b. Steamboat.
c. Diving.
d. Baseball.
e. Swimming; breast stroke.
f. Bowling.
Stunts.
a. Human Rocker.
b. Tip-up.
c. Curl.
d. Pep Turn.
e. Balancing Wand.
f. Monkey Walk.

10th Grade Program.

Second Quarter.

5 weeks - Tumbling.

a. One-arm Pivot.
b. Rolling Log.
c. Pep Turn.
d. Forward Roll preceeded by a run.
e. Forward Roll over one person.

Apparatus Stunts.

a. Balance walk on boom.
b. Companion stunt on boom.
c. Buck. Stride seat.
d. Buck. Stride vault over.

Pyramids.

a. Sitting mount.
b. Standing mount.
c. Combinations of 3-4-5-6-7-8.

4 weeks - Folk Dancing.

a. Kam Ty Jedes.
b. Pretty Sister-in-Law.
c. Kjesten og Jeg.
d. Bummel Schottische.
e. Gathering Peasoods.
f. Kerry Dance.

Squad Games.

a. Beater Goes Round.
b. Pin Guard.
c. Four Around.
d. Maze Tag.
e. Two Times Around.
f. Three Wide.
g. Broncho Tag.
h. Stunt Ball Catch.
i. End Ball.
j. Six Section Basketball.

10th Grade Program.

Third Quarter.

2 weeks - Marching tactics.
Conditioning exercises with wands - dumb-bells.

Squad games.
a. Handkerchief Snatch.
b. Maze Tag.
c. Beater Goes Round.
d. Skip Rope Relay.
e. Four Around.
f. Jump the Shot.
g. Broncho Tag.
h. Darts.
i. Three Deep.
j. Bridge Board.
k. Catch the Cane.
l. Sitting Circle Tag.
m. Faba Gaba.
n. Three Wide.

4 weeks - Tap Dancing.
a. Three's.
b. Ball Change.
c. Sevens.
d. Sleigh Bells.
e. Yankee Doodle.

Stunts: Two Persons.
a. Elephant Walk.
b. Indian Wrestle.
c. Rocking Stunt.
d. Churn the Butter.
e. See-Saw.
f. Run the Scale.

Tumbling.
a. Forward Roll.
b. Shoulder Stand.
c. Head Stand.
d. Continuous forward roll.
e. Continuous backward roll.
f. Forward roll over one person.

Pyramids.
a. Combinations 6-7-8-9-10-11.

10th Grade Program.

Fourth Quarter.

4 weeks - Folk Dancing - Tap Dancing.
- a. Little Man in a Fix.
- b. Paul Sine Hone.
- c. Bean Setting.

Tap Dancing.
- a. There Was an Old Man.
- b. Topsy.

Baseball Skills.
- a. Baseball Target Throw.
- b. Pass and Squat Relay.
- c. Base Running for Time.
- d. Overtake.
- e. Bowl Club Ball.
- f. Bunt Ball.
- g. Ten Trips.
- h. Throw Baseball.
- i. Tennis Baseball.
- j. Combination of Throw and Overtake Baseball.

5 weeks - Indoor Track Events.
- a. Running high jump.
- b. 20 yard dash.
- c. Golf putt.
- d. Pull-ups.
- e. Baseball Target Throw.
- f. Fence vault over boom.
- g. Base-running.
- h. Hop-step and jump.
- i. Flag race.
- j. Standing broad jump.
- k. Baseball distance throw.
- l. Tennis Serve.

10th Grade Program.

First Quarter.

Lesson Five.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running around gymnasium.
   b. Facings left and right while marking time.
   c. $\frac{1}{4}$ wheeling left and right, while marking time and marchings.

2. Conditioning exercises: 5 minutes.

   a. Posture exercise for pelvic control.
      1. Stand with back toward wall. Head, shoulders and hips should be touching the wall, the heels five inches from the wall.
      2. Draw the lumbar spine back against wall by tightening the abdominal and gluteal muscles. Hold for about ten seconds.

   b. Abdominal exercise.
      Lying on floor, knees flexed, arms placed at sides. One hand is then placed on abdominal wall without exerting any pressure. Lift abdominal wall without straining, then voluntarily contract abdominal muscles, and see how far down hand can be lowered. Commonly known as 'Mosher' exercise.

   c. Foot exercise.
      Marble relay. Each girl in row, pick up five marbles with toes, and place in receptacle.

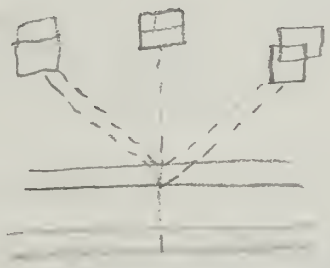
   d. Endurance exercise.
      Hopping in place, with alternate toe touching forward, followed by knee bending upward.

B. Squad work in soccer fundamentals.

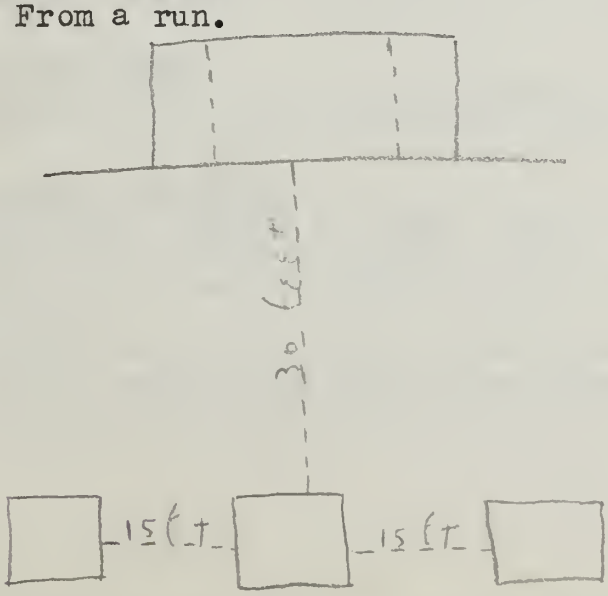
Squad 1. Dribble relay. Teach proper way of hitting ball with foot. Each member of team, run to a given point,

about 15 or 20 feet from starting line, dribbling ball around this point, and tagging off the next player.

Squad 2. Throw in for Accuracy and Speed.[1]
"A player stands behind line A and on a signal, picks the ball up from the ground, runs to line B and using a legal Throw In, attempts to hit the 2 foot square marks. See Diagram. Give two throws at each mark. Record the time from the starting signal if the ball hits the mark."



Squad 3. Kicking for Accuracy.[2]
"Divide the goal into three 2 yard sections. See diagram. 30 feet from the center of the goal is a mark with two additional marks 15 feet to the right and left. Three kicks are to be taken from each mark.
A. From a stand.
B. From a walk.
C. From a run.



1. Hillas and Knighton, An Athletic Program for High School and College Women. A. S. Barnes and Co. New York, 1929. p. 23.

2. Ibid.

10th Grade Program.

First Quarter.

Lesson Six.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running.
   b. Review previous lesson.
   c. Facings left and right while marching.
   d. Teach backward marching.

2. Conditioning exercises. 5 minutes.

   a. Posture exercise for pelvic control.
      1. Stand with feet apart, knees $\frac{1}{4}$ bent, trunk inclined forward, hands on knees.
      2. Draw abdomen in and up. Hold 10 seconds.

   b. Abdominal exercise.
      Lying on floor, with arms stretched sideward. Slowly raise trunk, and then bend forward, endeavoring to touch head to knees. Fling the arms forward, to a position parallel with legs, trying to touch toes. Return slowly to starting position.

   c. Foot exercise.
      Sit on floor, with knees flexed. Remove shoes. Rhythmically flex and extend the toes.

   d. Endurance exercise.
      1. Hands are placed on hips. With a hop on the right foot, toe touch sideward left.
      2. With a hop on the right foot, bend left knee forward-upward.
      3. With a hop on the right foot, toe touch forward left.
      4. With a hop on the right foot, bend left knee upward. Continue rhythmically, alternating left and right.

B. Squad work in soccer fundamentals. (Note.)

Squad 1. Dribble relay.

Squad 2. Throw-In for Accuracy and Speed.

Squad 3. Kicking for Accuracy.

Note: See previous lesson for descriptions of squad games.

10th Grade Program.

First Quarter.

Lesson Seven.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.

   a. Marching, skipping and running around gymnasium.
   b. One-Half wheelings while marching.
   c. Facings left about while marching.

2. Conditioning exercises. 5 minutes.

   a. Posture exercise.
      Feet in side stride position, arms bent forward. Trunk twisting alternately left and right.

   b. Abdominal exercise.
      Sitting on floor, hands grasping ankles. Bobbing four times, and then slow lowering of trunk backward to lying position, with arms raised over head--in final position on floor, arms parallel, thumbs touching floor.

   c. Foot exercise.
      Lying on back, legs raised at right angles to floor. Toe extension and flexion. Both positions should be extreme extension of flexion.

   d. Endurance exercise.
      1. Hands are placed on hips. Jump with feet apart.
      2. Jump with feet together.
      3. Jump--left foot forward, right foot backward.
      4. Jump--right foot forward, left foot backward.

B. Squad work in field ball fundamentals.

Squad 1. Lifting ball to self.[1]

1. "The player stands with the ball held tightly between both feet and within 3 seconds must lift the ball, by jumping, so that she is able to catch it. Give 3 trials for maximum score of 3 points."

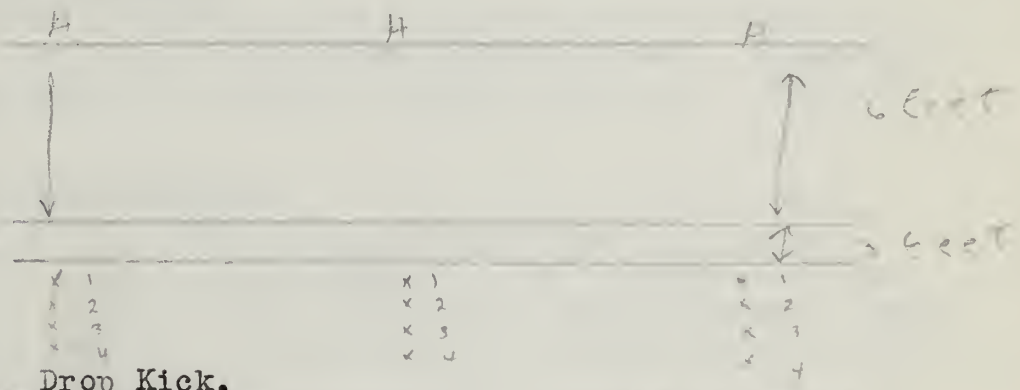
1. Hillas and Knighton. An Athletic Program for High School and College Women. A. S. Barnes and Co. New York. 1929. p. 77.

Squad 2. Lifting ball to self.[1]

"The player stands with one foot on the ball, and within 3 seconds must lift the ball by drawing her foot backwards and under the ball so that she is able to catch it. Score as above. The same type of movement is used in picking up a tennis ball with a racquet."

Squad 3. Passing and catching relay.[2]

"No. 1 in each line runs forward to meet pass and returns ball to 'A'. It is a foul if the girl does not meet the ball on the run. Ball should be received without cross in line 'Y'. This gives excellent practice in timing run, catching, and passing. Passes should be delivered from a point near the catching position. Player 'A' should be changed after each relay."



Squad 4. Drop Kick.

"Jump standards are placed 18 feet apart with a cross bar 8 feet from the ground. The player standing attempts to drop kick 5 consecutive balls over the cross bar. Maximum score, 5 points."

1. Hillas and Knighton. An Athletic Program for High School and College Women. A. S. Barnes and Co. New York. 1929. p. 77.

2. Frymir, Alice W. Basket Ball for Women, A. S. Barnes and Co., New York. 1928. p. 196.

3. Ibid.

10th Grade Program.

First Quarter.

Lesson Eight.

A. Marching Tactics and Conditioning Exercises.

1. Marching tactics. 10 minutes.
   a. Marching, skipping and running around gymnasium.
   b. Facings left and right about while marching.
   c. Full wheelings, left and right.

2. Conditioning exercises. 5 minutes.

   a. Posture exercise.
   Stand with feet in stride position, arms crossed in front of body, with elbows slightly bent. Fling arms vigorously to an upward oblique position. Continue rhythmically.

   b. Abdominal exercise.
   Prone fall. Knees deep bend, place hands on floor between knees, with fingers together, and hands turned in toward each other, at a forty-five degree angle. With a jump, extend both legs backward. Arms should remain in first position, hands directly under the shoulders.

   c. Foot exercise.
   Lying on back, knees flexed, one leg crossed over other. Foot rotation, circling downward, inward, upward, and turning sole of feet inward.

   d. Endurance exercise.
   1. Hands on hips. With a hop on right foot, toe touch forward left.
   2. With a hop on right foot, left knee is bent upward.
   3. Repeat 1.
   4. Repeat 2.
   5. Feet jump in stride.
   6. Feet together.
   7. Repeat 5.
   8. Repeat 6.

B. Squad work in field ball fundamentals.
   Repeat squad work of previous lesson.

10th Grade Program.

First Quarter.

Lesson Nine.

Games of Individual Skill.

1. Badminton.
2. Paddle Tennis.
3. Tenaquoit.
4. Indoor Tether Ball.
5. Jack Stones.

The rules for each game, and the diagram for each court, should be posted on a bulletin board inside of the gymnasium. The squad leaders for each section should be thoroughly conversant with playing regulations. The class should then be divided into the following sections.

Squad 1. Tether Ball.[1]
4 students. Practise in hitting the ball, and winding.

Squad 2. Paddle Tennis.[2]
As many students as assigned floor space will allow. Practise in volleying over net.

Squad 3. Tenaquoit.[3]
As many students as assigned floor space will allow. Practise in throwing and receiving quoit.

Squad 4. Badminton.
4 students. Practise in hitting, serving and receiving.

Squad 5. Jack Stones.
Play in groups of four. Spend the first five minutes in the practise of bouncing the ball, and at the same time, picking up the jack-stones. Then proceed with game.

The squad leader will then proceed to explain her game to her group, and immediately afterward, start practise of the elements listed above. Each group should spend one-half of the period at the assigned game. The squad leader and the director of activities should give as much individual coaching as is possible.

1. Wayman, Agnes, Education Through Physical Education. Lea & Febiger, Philadelphia, 1928. p. 305.
2. Ibid. p. 305.
3. Ibid. p. 305.

10th Grade Program.

First Quarter.

Lesson Ten.

Games of Individual Skill.
Note: See previous lesson.

Squad 1. Paddle Tennis.

Squad 2. Tenaquoit.

Squad 3. Badminton. [1]

Squad 4. Jack Stones. [2]

Squad 5. Tether Ball.

Each group should spend one-half of the period at the assigned game, after the preliminary explanations have been made.

Lesson Eleven.

Games of Individual Skill.

Squad assignments should be made, as in previous lessons, keeping in mind the activities previously covered.

Lesson Twelve.

Rather than assigning each student to an activity, allow her to select two different games, and practise one-half the period on each game. It is assumed that the student will select the two games that she expects to compete in.

Lessons Thirteen through Twenty.

Round Robin Tournament. Each student should sign up one week previous to Tournament, for the two games she expects to compete in. The director, with the aid of the squad leaders should draw up the score sheets and entry blanks, and also provide for officials for each game.

4. Spalding Red Cover Series, 43R, Lawn and Field Games.

5. Playground and Recreation Association of America, Rural and Small Community Recreation. New York City.

10th Grade Program.

First Quarter.

Lessons Thirteen to Twenty.

Tournament Rules and Regulations.

1. If one player of a pair is absent, or not taking active work, the single player reporting for the activity should play alone against her two opponents, the singles rules covering her play.

2. If both players of a doubles tournament game, fail to report or cannot participate, the opponents win by default.

It is suggested that those players who cannot take active part, aid in scoring, umpiring and refereeing, or in any way that will aid in facilitating the program management.

It is also possible, at the last moment, to shift a player from an active game, such as badminton, to one less active such as jack-stones. Bean-bag target toss may also be used for competitive purposes, as a game requiring very little expenditure of energy.

10th Grade Program.

Second Quarter.

Lesson One.

A. Mimetic Exercise. Teamsters' Warming.

1. Flinging the arms sideward, jump to a side-stride position.
2. Flinging the arms about the chest, trying to touch fingers across the back, jump with the feet together.
3. Return to first position.
4. Position.

Note: It is suggested that as little time as possible be spent in arranging the class formally for mimetic work. If each squad will go immediately to its assigned place, and perform the mimetic work in this place, it will eliminate the necessity for rearrangement of the class for the group activities.

B. Stunts, Tumbling, Apparatus Stunts, Pyramids.

Squad 1. Stunts.

Human Rocker: Lie face downward on the mat. Lift chest, arch back--reach backward and grasp ankles with hands. Rock forward and backward on chest.

Squad 2. Tumbling.

One-Arm Pivot. Bend the knees in a deep bend position, and place hands on floor between the knees. Jump back to a prone fall position, with the weight on the toes and hands, the back straight. Placing left hand on hip, face left, with weight resting on on right hand and the outer edge of right foot. Walk in a circle around the right hand, moving the hand as it seems necessary in order to circle successfully. Keep elbow of pivot arm straight.

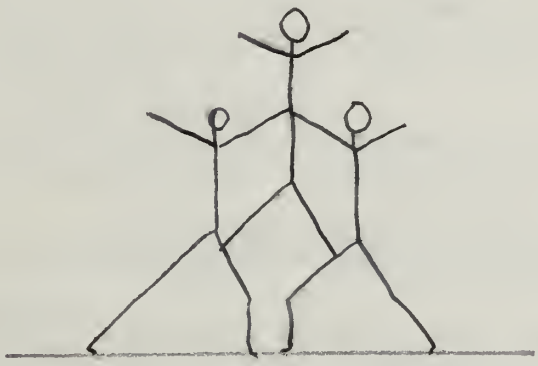
Squad 3. Apparatus stunt.

Balance walk on boom.

Place boom about four feet above floor. Walk across, with arms raised sideward, to aid in balance. When all squad members have performed successfully, lower the boom, to a height about one foot from floor, and repeat the balance walk across followed by walking backward.

Squad 4. Pyramids.

a. Review sitting mount.
b. Review standing mount.
c. Teach a combination of three and four as pictured below.



10th Grade Program.

Second Quarter.

Lesson Two.

A. Mimetic Exercise. Steamboat.

1. With raising of arms sideward, jump to a side-stride position.
2. With lowering of the trunk sideward right, touch right hand to outer right heel. Right knee is bent, left knee remains straight.
3. Return to first position.
4. Repeat second position, bending to the left. Continue rhythmically, bending alternately left and right.

B. Stunts, Tumbling, Apparatus Stunts, and Pyramids.

Squad 1. Stunts.

Tip-Up: Execute a deep knee bend, and place the hands on the floor, inside of legs, with elbows pressed tightly against ribs. Lift legs from floor, balancing the body on the hands. Bend the knees, and rest them against elbows. Elbows must be in front of the body.

Squad 2. Tumbling.

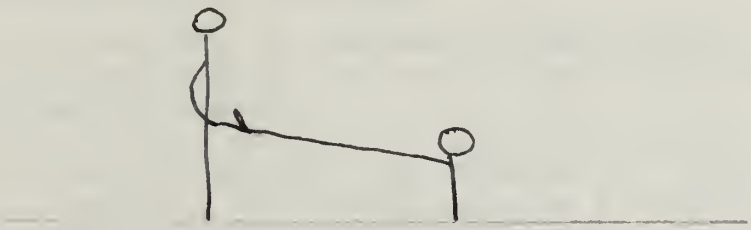
Rolling Log: Start in a prone fall position. Turn over on one side, the weight resting on one arm. Lower the free arm backward to the floor, so that weight is again equally divided between both arms, and feet, but the back is turned toward the floor. Continue turning in the same direction, keeping the body rigid.

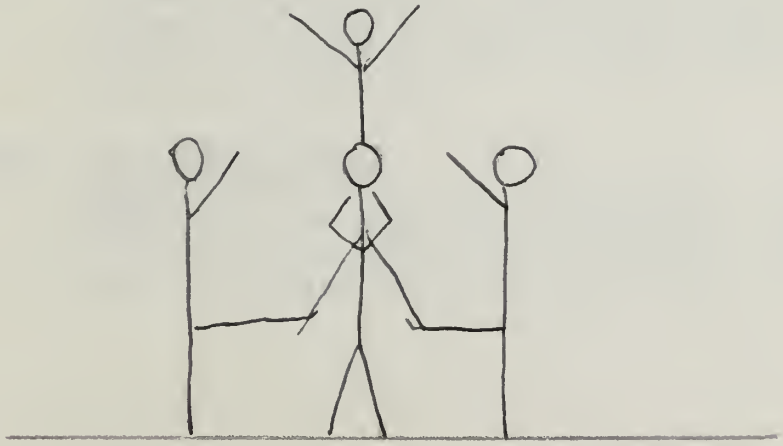
Squad 3. Apparatus Stunt.

Companion stunt on boom: Place boom about one foot above floor level. One student stands in back of other student. Hands are joined, the one in front raising her hands backward, the one in back raising her hands forward. Walk together across boom, and return walking backward. Right and left feet must move simultaneously.

Squad 4. Pyramids.

a. Review sitting mount.
b. Review standing mount.
c. Teach combinations pictured below.
d. Each squad plan an original pyramid, using units pictured below.





10th Grade Program.

Second Quarter.

Lesson Three.

A. Mimetic Exercise. Diving.

1. With flinging of the arms forward upward, feet apart--jump.
2. With lowering of the arms forward downward, trunk forward downward--lower.
3. With lifting of the arms forward upward, trunk upward raise. As arms are raised, the arms rotate inward, about each other, very rapidly, and students make a hissing noise, to simulate the return to the surface of water.
4. With a jump, and lowering of arms sideward downward, return to position.

B. Stunts, Tumbling, Apparatus Stunts and Pyramids.

Squad 1. Stunts.

Curl. Start in prone fall position. With a jump, pull up the knees, carrying the legs forward between the arms, and extending them horizontally forward, trying to clear the floor, without touching it. Return legs back to prone fall position.

Squad 2. Tumbling.

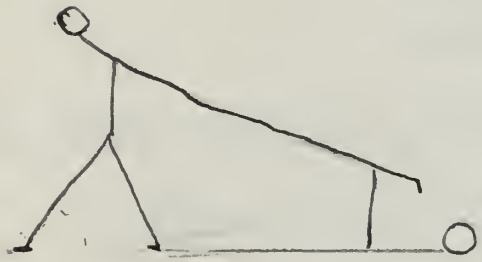
Pep Turn. Start in prone fall position. With a strong spring from a bent-arm position, and with a push from the toes--and heels, make a half turn. One hand should be kept on the floor at all times, to act as a pivot.

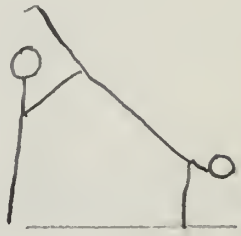
Squad 3. Apparatus Stunt.

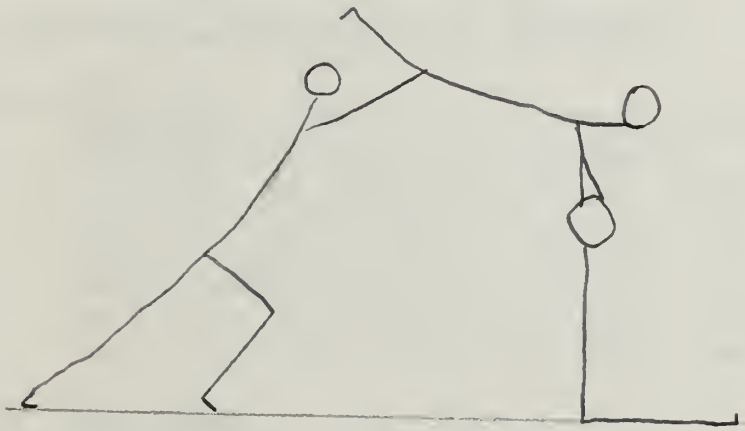
Buck. Jump to a side stride seat. Use a double take-off, and land in the middle of the buck. With a strong push from the hands, dismount backward to a deep knee bend, and then stand.

Squad 4. Pyramids.

a. Teach 'flying angel', as pictured below.
b. Teach combinations pictured below.







10th Grade Program.

Second Quarter.

Lesson Four.

A. Mimetic Exercise. Baseball.

1. Jump with the feet apart, knees slightly bent, trunk inclined forward. At the same time, place hands on the thigh, with elbows slithtly bent, fingers in, thumbs out.

2. Fling both arms forward, upward, and backward over the right shoulder, with fingers twined together.

3. Lunge forward on the right foot, flinging right arm forward, as though throwing a ball, left hand on left thigh.

4. Recover forward to the right foot, snapping both arms into position at the side.

B. Stunts, Tumbling, Apparatus and Pyramids.

Squad 1. Stunts.

Pep Turn. Start is made from a prone fall position, straight line from head to heels. Slowly turn the the body, so that the back is toward or nearest the mat, in a prone position, and face is up. With a vigorous push, from a bent arm position and from the heels, make a half turn in the air, landing face downward in a prone fall position. Practice by using one hand at a time, using the other hand as a pivot.

Squad 2. Tumbling.

Forward Roll preceeded by a run.
(See 9th Grade, Lesson One, Second Quarter.)
Start with a slight run, in order to gain impetus. With a little jump, bend well over, weight on the hands, tuck the head well in between the shoulders so that all of the weight will fall upon the shoulders and not upon the head. A slight push from the floor with the hands, at the completion of the roll, will aid in getting student upon both feet, in a good finish.

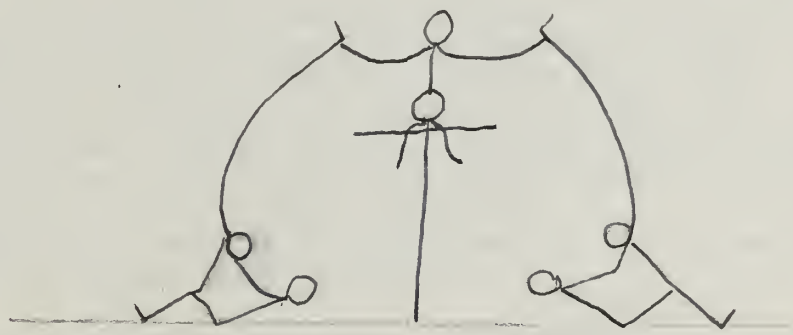
Squad 3. Apparatus Stunt.

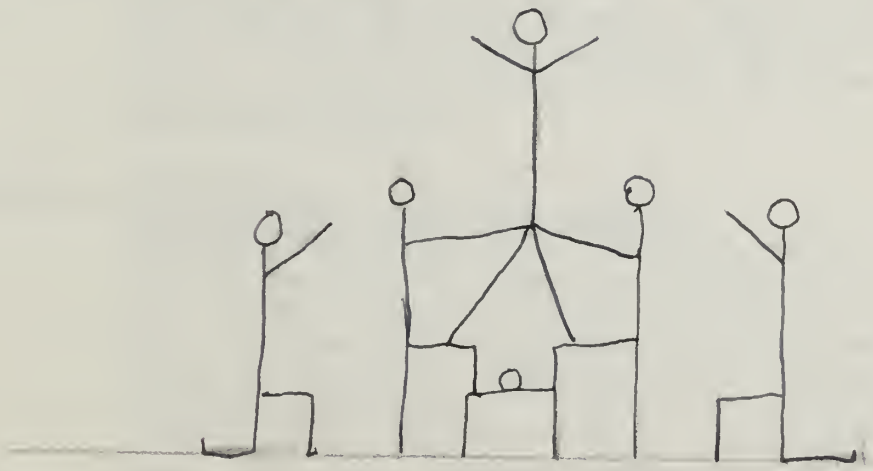
Buck, stride vault over.

Place a beat board in front of buck. A short run of about three yards, should preceed the double take-off. Place both hands well forward on the buck; spring from the toes at the same time, push vigorously with both hands and toes, and dismount on other side, with a half knee bend, arms raised sideward. From this position, come to a stand.

Squad 4. Pyramids.

a. Teach combinations pictured below.





10th Grade Program.

Second Quarter.

Lesson Five.

A. Mimetic Exercise. Swimming. Breast Stroke.

1. Lunge diagonally forward right, at the same time raising both arms diagonally forward, thumbs locked, forefingers on line with each other, trunk inclined slightly forward, with straight line from head to heel.
2. Reverse lunge to rear, or left foot. Mover the arms sideward, on line with the shoulders, palms turned back. Trunk is bent backward over left foot, but not too far back.
3. Again reverse lunge, returning to a right knee bent position, trunk inclined forward. At the same time, quickly bend the elbows, bringing the elbows in to the side, and place hands together, thumbs locked. Stretch arms forward, retaining the thumb lock. This position should be reached at the conclusion of the lunge reversion.
4. Raise arms and left leg sideward, and then quickly snap arms to side, and feet together.

B. Stunts, Tumbling, Apparatus and Pyramids.

Squad 1. Stunts.

Balancing Wand. Stand with feet slightly apart, wand placed on index finger. Walk, balancing wand. For variation, change fingers or hands- or place wand on foot, and hop on other foot, advancing forward.

Squad 2. Tumbling.

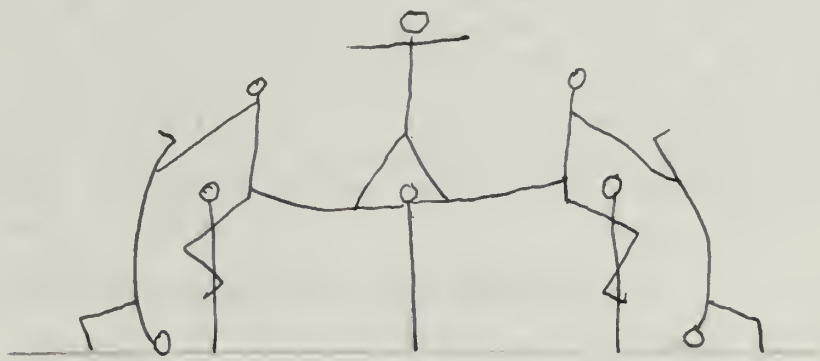
Forward roll over one person.

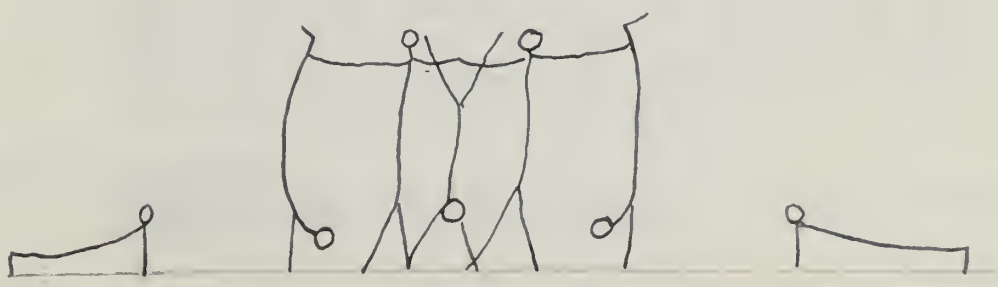
Before attempting this exercise, every student should be able to take the weight of a forward roll from a run, on the hands and shoulders. It also is advisable to begin practice over a rolled up mat, or over a rope stretched between two jumping standards. In coaching or teaching this stunt, it is important that the student get a good body lift, before diving downward, to place hands on floor. When a student can get a good lift or spring, can land on the hands and divide the weight between the shoulders and hands, can spring to a stand, after completing the roll, then

it is advisable to attempt the roll over one person. The teacher is advised to be overly cautious in teaching this exercise.

Squad 3. Apparatus.
Buck, stride vault over.
See preceeding lesson.

Squad 4. Pyramids.
a. Teach combinations pictured below.





10gh Grade Program.

Second Quarter.

Lesson Six.

A. Mimetic Exercise. Bowling.

1. Beginning with the left foot, take four little running steps, and lunge forward left, on the fifth count. At the same time, on count five, place the left hand on the left thigh, fingers turned in, and thumb out; swing the right arm forward, elbow straight, palm turned up, as though delivering a ball. Hold this position through counts 6-7-8-9, and recover forward to the left foot, snapping the hands to the side, and right heel to the left heel, on count 10.

B. Stunts, Tumbling, Apparatus and Pyramids.

Squad 1. Stunts.

Monkey Walk.[1] "The individual sits down with her knees bent and her feet flat on the mat. She then leans backward, placing her hands on the mat, and raises her body from the mat by bracing against her hands and feet. This places her in a position face upward, with her body horizontal and raised from the mat by means of her hands and feet. She begins to walk by lifting the right foot and right hand, but before the foot is placed down she hits her right hip with the right hand. The foot and hand are then placed down and the action is repeated with the left foot and hand. In this manner she walks across the mat. The faster this feat is done, the more effective it becomes."

Squad 2. Tumbling.

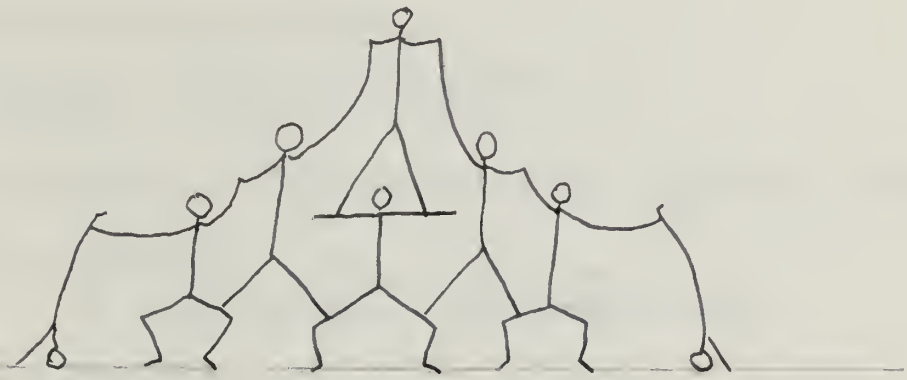
Forward roll over one person. See lesson five for directions.

Squad 3. Apparatus.

Buck, stride vault over. See lesson four.

Squad 4. Pyramids.

a. Teach combinations pictured below.



10th Grade Program.

Second Quarter.

Lesson Seven.

A. Mimetic Exercise. Review.

1. Teamsters' Warming. (See lesson one.)
2. Steamboat. (See lesson two).

B. Stunts, Tumbling, Apparatus Stunts and Pyramids. Review.

Squad 1. Stunts.
1. Tie-Up. (See lesson two).
2. Human Rocker. (See lesson one.)

Squad 2. Tumbling.
1. One-Arm pivot. (See lesson one).
2. Rolling Log. (See lesson two).

Squad 3. Apparatus.
1. Companion exercise on boom. (See lesson two).

Squad 4. Pyramids.
1. Review lesson one.

Lesson Eight.

A. Mimetic Exercises. Review.

1. Diving. (See lesson three.)
2. Baseball. (See lesson four.)

B. Stunts, Tumbling, Apparatus Stunts and Pyramids. Review.

Squad 1. Stunts.
1. Curl (See lesson three.)
2. Pep Turn. (See lesson four.)

Squad 2. Tumbling.
1. Forward roll preceeded by a run. (See lesson four).

Squad 3. Apparatus Stunt.
1. Stride vault over buck. (See lesson three).

Squad 4. Pyramids.
1. Review lessons three and four.

10th Grade Program.

Second Quarter.

Lesson Nine.

A. Mimetic Exercises. Review.

1. Swimming. (See lesson five).
2. Bowling. (See lesson six).

B. Stunts, Tumbling, Apparatus Stunts and Pyramids. Review.

Squad 1. Stunts.
1. Balancing Wand. (See lesson five).
2. Monkey Walk. (See lesson six.)

Squad 2. Tumbling.
1. Forward roll over one person. (See lesson five).

Squad 3. Apparatus stunts.
1. Balance walk on boom. (See lesson one).

Squad 4. Pyramids.
1. Review lessons five and six.

Lesson Ten.

It is suggested that this lesson be placed entirely upon a pupil interest basis. The first five minutes should be devoted to lesson planning, using the materials and contents learned in lessons 1-9. Two forms are recommended for such a lesson.

a. Entire class performing two selected mimetic exercises, and four selected squad activities.

b. First five minutes devoted to performance of mimetic exercises, each student making her own choice and performing in her own rhythm. A lay-out of as many previously learned squad activities as floor will permit, each student progressing at will from one activity to another.

10th Grade Program.

Second Quarter.

Lesson Eleven.

A. Folk Dancing. 15 minutes.
Kam Ty Jedes.[1] Czecho-Slovakian.

B. Squad Games.

Squad 1. Beater Goes Round.
Squad stands in circle formation, facing inward, with hands placed in back, palms out, ready to receive beater. 'It' runs around outside of the circle, and places beater (knotted towel) in the hands of a player, then steps into place of this player. Player who receives beater, turns quickly to her right, beating the right-sided player with the knotted towel, the purpose being to see how many times she can hit this player, before she runs around the circle and back to place.

Squad 2. Pin Guard.
Place an Indian Club or bowling pin in center of circle. One player guards this pin with both his body and with a swatter. At a given signal, the other players attempt to knock down the pin, either with the hand or kicking it with the foot. The guard may hit any player with the swatter, and if he succeeds in doing so, he eliminates this player. Once eliminated, a player may not reenter the circle until a new guard has replaced old one. The player who succeeds in knocking over the pin, becomes 'it.'

Squad 3. Four Around.
"Three concentric circles, players one behind the other, facing inward. One odd player acting as 'it' on the outside of the circle. 'It' acting at command, starts running around circle to the left. Upon reaching a certain group of players, she tags the last individual and continues running in the same line of direction around the circle. The pupil tagged immediately tags the player in front, and this is repeated throughout the trio. These individuals upon receiving the tag signal leave their

1. Geary, M. C. Folk Dances of Czecho Slovakia, A. S. Barnes & Co., New York. 1922. p. 43.

positions and run around circle to the right striving to reach position formerly occupied before 'It' can arrive. The last pupil reaching said position is 'It', and the game continues.
Comments:--The game may be varied as follows: (a) Skipping, (b) Walking, (c) Sitting."[1]

Squad 4. Maze Tag.

"All but two of the players stand in parallel lines or ranks, one behind the other, with ample space between each two players and each two ranks; all the players in each rank clasp hands in a long line. This will leave aisles between the ranks, and through these a runner and chaser make their way. The sport of the game consists in sudden changes in the direction of the aisles, brought about by one player who is chosen as leader and stands aside, giving the commands, "Right face" or "Left face" as he desires. When one of these commands is heard, all of the players standing in the ranks drop hands, face in the direction indicated, and quickly clasp hands with the players who are then their neighbors on the right and left. This brings about a change of direction in the aisles, and therefore necessitates a change of direction in the course of the two who are running.

The success of the game depends largely upon the judgment of the leader in giving the commands, "Right (or left) face." They should be given quickly or repeatedly, the leader often choosing a moment when the pursurer seems just about to touch his victim, when the sudden obstruction put in his way by the change in the position of the ranks makes necessary a sudden change of direction on his part. The play continues until the chaser catches his victim or until a time limit has expired. In either case two new players are then chosen from the ranks to take the places of the first runners. It is a foul to break through the ranks or to tag across the clasped hands." [2]

1. University of Michigan, Physical Education Activities for High School girls. Lea & Febiger, Philadelphia, 1928. p. 154.

2. Bancroft, Games. MacMillan Co. New York. 1910. p. 131.

10th Grade Program.

Second Quarter.

Lesson Twelve.

A. Folk Dancing. 15 minutes.
Pretty Sister-in-Law.[1] Finnish.

B. Squad Games.

Squad 1. Two Times Around.
"Arrange all but one of the group in a circle standing at normal intervals, facing in. Appoint the extra player 'It' and place him outside of the circle. At signal he runs around the outside of the circle, touches a player and continues running around the circle. The player touched runs after him, attempting to catch and tag him. On the completion of the second circuit, if 'It' has not been tagged, he steps into the place vacated by the chaser. In this case the chaser becomes 'It' and takes up the duties of that office at once. If, on the other hand, the chaser tags 'It' before he has completed two circuits, he must carry the chaser the remainder of the two laps on his back. Completing this, he remains 'It' and continues as in the beginning."[1]

Squad 2. Three Wide.
Form a circle, arranging players in couples, with inner arms hooked. Appoint one player 'It', and another player to be chased. At a given signal, 'It' chases the runner. The runner, by hooking one arm on to a couple, may exempt himself from playing. When the runner attaches himself in this fashion to a couple, the middle person of the set of three becomes it, and must run.

Squad 3. Broncho Tag.
"Divide all but two of the players into groups of two and scatter them about the floor. Each pair is a Broncho; one player is the head and the other, who grasps him about the waist, is the tail. Of the two extra players appoint one 'It' and the other 'Runner'. At signal 'It' chases and attempts to tag the runner who attempts to tag the runner who attempts to catch on to the tail of one of the Bronchos. The Bronchos by running, twisting and squirming attempt to avoid this. When the runner succeeds in catching a tail

the head immediately becomes a runner. If a tail loses his hold on a head the tail becomes a runner. If 'It' succeeds in tagging the runner, the two immediately reverse offices. In this way the game continues."[1]

Squad 4. Stunt Ball Catch.
Place the players in a single column. Hand a ball to number one. Demonstrate any stunt to be performed, such as a forward roll, or a full twist in the air, etc. The first player tosses the ball into the air, and attempts to perform the stunt before the ball touches the floor. If successful, she goes to the end of the line. Each player in turn, attempts the same performance, and if unsuccessful, withdraws. When all have tried a stunt, introduce a new stunt, until all but one, who becomes winner, have been eliminated.

Lesson Thirteen.

A. Folk Dancing. 15 minutes.
Kjesten og Jeg. Danish.[2]

B. Squad Games.
Let each squad select its own game from those played in lessons eleven and twelve. Rotate after playing for a five minute period.

Lesson Fourteen.

A. Folk Dancing. 15 minutes.
Bummel Schottische. German.[3]

B. Bat Ball. (See 9th grade program, 1st quarter, lesson 9.)

1. S. C. Staley, Games, Contests and Relays. A. S. Barnes & Co., New York. 1925. p. 204.
2. Ainsworth, Dorothy. Danish Folk Dances. 1927. Smith College, Northampton, Mass.
3. Burchenal, Elizabeth, Folk Dances from Old Homelands. G. Schirmer, Inc. New York, 1922.

10th Grade Program.

Second Quarter.

Lesson Fifteen.

A. Folk Dancing. 15 minutes.
Gathering Peascods. English.[1]

B. Curtain Ball. (See 9th grade program, 1st quarter, lesson 11.)

Lesson Sixteen.

A. Folk Dancing. 15 minutes.
Kerry Dance. Irish. [2]

B. Basketball Squad Games.

Squad 1 & 2. End Ball.

Establish a playing field sixty feet long by thirty feet square. Establish a line so as to make a lane four feet wide running across the end of each court. These are the End Zones. Place all but two of the players of each team in opposite courts (not in End Zones). Place the two selected players of each team in the End Zone behind the opposing team. The teams are not allowed to cross the center line or enter the End Zones, and the End Zone players are not allowed to leave the End Zones. At signal put a ball (basket, volley, soccer) in play at the center line by tossing it up between the two players of opposite teams. Each team attempts to pass the ball to its players at the End Zones.
Every time the End players get the ball it scores one point for that team. It is a good idea to place one player of each team outside of the playing area to recover stray balls. These players, upon recovering the ball, toss it to their team mates. After each score the ball is put in play as at the beginning. Set a time limit of five minutes; the team having the largest score at the end of this time wins.

1. Burchenal, Elizabeth. National Dances of Ireland. A. S. Barnes & Co. New York City. 1924. p. 109.

Squad 3 & 4. Score Ball.

Squad 3 plays against squad 4. Pair off opponents. Throw up a basket ball between two players of opposing teams, and near the center of the floor. Each team attempts to pass the ball from one of its players to another. Each time a pass is made successfully, a point is scored for the team. Observe the major rules of basket ball. Appoint a scorer to count the passes made for each team. The game is 50.

Lesson Seventeen.

A. Folk Dancing. 15 minutes.

Review: a. Kam Ty Jedes. (Lesson 11)
b. Pretty Sister-in-Law. (Lesson 12.)
c. Kjesten og Jeg. (Lesson 13.)

B. Squad Games--Basketball.

Review: a. End Ball (See lesson 16.)
b. Score Ball.

Lesson Eighteen.

A. Folk Dancing. 15 minutes.

Review: a. Bummel Schottische.
b. Gathering Peascods.
c. Kerry Dance.

B. Preparatory game for Basketball. Six Section Basketball.

Draw lines parallel to the end line, dividing the court into six sections instead of three. Place one-sixth of each team in each section. Object: to teach the rudiments of basketball to a large number of players.
Each team is divided into forward, centers and guards, there being two sections of each. By playing a regular game of basketball and changing sections frequently, each player is given the opportunity of learning the specific plays of forward, center and guard. This is desirable as it will tend to prevent the early specialization of players in any one position.

10th Grade Program.

Second Quarter.

Lessons Nineteen-Twenty.

Retest for physical efficiency.

10th Grade Program.

Third Quarter.

Lesson One.

A. Marching Tactics and Conditioning Exercises with Hand Apparatus.

1. Marching tactics. 10 minutes.
   a. Marching, skipping and running around gymnasium.
   b. Facings left and right about while marking time.
   c. One half wheelings left and right while marking time and marching.

2. Conditioning exercises: 5 minutes. Wands.
   a. Posture exercise.
      1. With flinging of the arms forward upward, feet apart jump.
      2. Lower the wand backward, on line with scapulae, and twist trunk to right.
      3. Return to former position.
      4. Position.
   b. Abdominal exercise.
      1. Lying on floor, wand held in both hands over abdomen.
      2. Place wand on chest, bend left knee upward.
      3. Stretch arms forward, and stretch left leg upward.
      4. Return to former position and then position.
   c. Foot exercise.
      1. Stand with feet parallel, and about four inches apart.
      2. Arm raising forward, hands at end of wand: roll outward on feet, with weight on outer border of feet.
      3. Position.
   d. Endurance.
      1. Place wands on chest and feet apart jump.
      2. Arms stretching upward and feet together jump.

B. Squad games.

Squad 1. Handkerchief Snatch.[1]
Squad 2. Maze Tag. (10-2-11.)
Squad 3. Beater Goes Round.[2]
Squad 4. Skip Rope Relay.[3]

1. University of Michigan, Physical Education Activities for High School Girls. Lea & Febiger, Philadelphia. 1928. p. 153.
2. Bancroft, Jessie. Games. MacMillan Co. New York, 1910. p. 131.
3. Ibid. p. 205.

10th Grade Program.

Third Quarter.

Lesson Two.

A. Marching Tactics and Conditioning Exercises with Hand Apparatus.

1. Marching tactics. 10 minutes.
   a. Marching, skipping and running around gymnasium.
   b. Review of previous lesson.
   c. Marching backward while at a standstill, marking time and marching.
   d. Full wheelings left and right while marking time and marching.

2. Conditioning exercises: Wands. 5 minutes.

   a. Posture exercises.
      1. Jump with feet apart; at same time swing arms forward, upward and back over shoulders, on line with scapulae.
      2. Lower trunk forward.
      3. Return to former position.
      4. Position.

   b. Abdominal exercise.
      1. Lying on floor, wand held in both hands over abdomen.
      2. Place wand on chest, bend both knees upward.
      3. Stretch wand forward, stretch both legs upward.
      4. Return to former position and position.

   c. Foot exercise.
      1. Place wand on chest and step forward on left foot with toe turned inward.
      2. Stretch wand upward, and step forward right foot in same manner.
      3. Place wand on chest and step backward with left foot.
      4. Stretch wand downward, and step backward right.

   d. Endurance exercise.
      1. With a quarter turn left, place wand on chest and feet apart jump.
      2. Arms stretching upward and feet together jump.
      3. Continue with a turn left each time feet are apart.

B. Squad Games.

Squad 1. Four Around (9-3-12.)
Squad 2. Jump the Shot (9-3-11.)
Squad 3. Beater Goes Round.
Squad 4. Broncho Tag. (9-3--13.)

10th Grade Program.

Third Quarter.

Lesson Three.

A. Marching Tactics and Conditioning Exercises with Hand Apparatus.

1. Marching tactics. 10 minutes.
   a. Marching, skipping and running around gymnasium.
   b. Review of previous lesson.
   c. Forming twos by left and right oblique.

2. Conditioning exercises: Dumbells. 5 minutes.

   a. Posture exercises.
      1. Arms crossed in front.
      2. Pull back to thrust position.
      3. Arms crossed in front.
      4. Fling obliquely upward and backward to fly position.

   b. Abdominal exercise.
      1. With bells parallel on floor, jump to a prone fall position.
      2. Slide forward, weight on the bells.
      3. Jump forward.
      4. Stand in position.

   c. Foot exercise.
      1. Sit on floor, back erect, bells on floor near thigh, and feet together and straight ahead.
      2. Rotate legs outward, placing the balls and heels of feet against each other.
      3. Slowly and in individual rhythm, draw feet toward body.
      4. Return slowly.

   d. Endurance exercise.
      1. Place bells on hips.
      2. With a jump on right foot, toe touch forward left.
      3. With a jump on right foot, bend left knee upward.
      4. Repeat, jumping on left foot.

B. Squad Games.

Squad 1. Darts. (9-2-1)
Squad 2. Three Deep.[1]
Squad 3. Bridge Board. (9-2-6)
Squad 4. Catch the Game[2]

1. S. C. Staley. Games, Contests and Relays. A. S. Barnes Co, New York. 1925. p. 233.
2. Ibid. p. 157.

10th Grade Program.

Third Quarter.

Lesson Four.

A. Marching Tactics and Conditioning Exercises with Hand Apparatus.

1. Marching tactics. 10 minutes.
   a. Marching, skipping and running around gymnasium.
   b. Review of previous lesson.
   c. Forming twos by left and right oblique, while marking time and marching.

2. Conditioning exercises. Dumbells. 5 minutes.
   a. Posture exercises.
      1. Arms crossed in front.
      2. With heel raising, pull arms back to thrust position.
      3. With lowering of heels, cross hands in front.
      4. With knees half bending, fling arms obliquely upward and backward to fly position.
      5. With straightening of knees, arms crossed in front.

   b. Abdominal exercise.
      1. With bells parallel on floor jump to a prone fall position.
      2. Slide forward, weight on the bells.
      3. Jump forward.
      4. Stand in position.

   c. Foot exercise.
      (See previous lesson)

   d. Endurance exercise.
      1. Place bells on hips.
      2. Jump with feet apart, together, left forward, right forward.

B. Squad Games.

Squad 1. Sitting Circle Tag.[1]
Squad 2. Faba Gaba. (9-3-11).
Squad 3. Three Wide. (9-3-12).
Squad 4. Darts. (9-2-1).

1. Staley, S. C. Games, Contests and Relays. A. S. Barnes Co. New York. 1925. p. 124.

10th Grade Program.

Third Quarter.

Lesson Five.

A. Tap Dancing. 15 minutes.

1. Teach a 'three'.
2. Teach step 1 of Sleigh Bells.[1]

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1. For Two Persons.

Elephant Walk.[2]

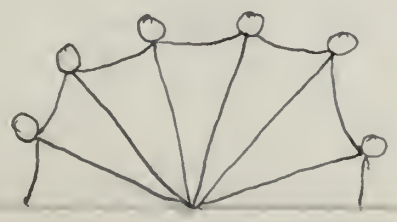
'No. 1, with feet apart, and No. 2 stand facing each other. No. 2 gives a spring upward, sided by No. 1 who clasps her under the shoulders, and wraps her legs around No. 1's waist, crossing her feet so the grasp will not be loosened. No. 1 loosens her hold on No. 2, who then bends her body backward and downward, passing between No. 1's legs. When she has gone backward enough so that she is facing the rear of No. 1's ankles, she grasps them. No. 1 bends forward until she can place her hands on the mat. She then begins to walk on her hands and feet in a slow-slaying motion. No. 2's arms should be straight and her back arched.

Tumbling: Squad 2.

Forward Roll (9-2-1.)

Pyramids: Squad 3.

Teach combination pictured below.



10th Grade Program.

Third Quarter.

Lesson Six.

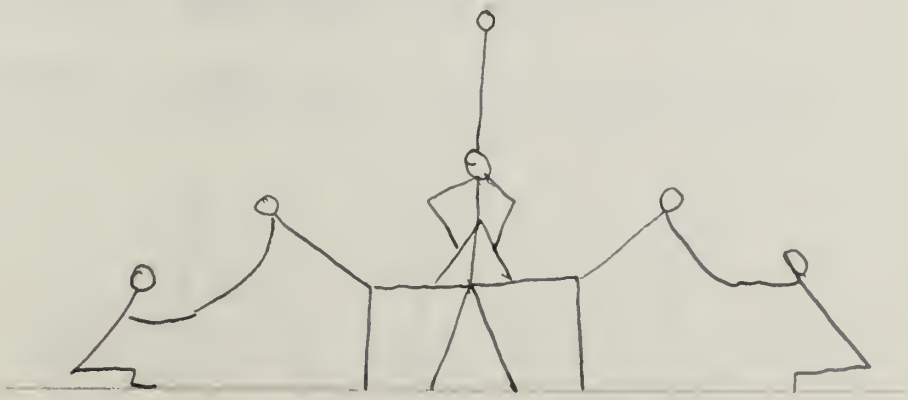
A. Tap Dancing. 15 minutes.
1. Review first step of 'Sleigh Bells'[1]
2. Teach a 'three-tap-step.'
3. Teach second and third steps of 'Sleigh Bells'.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1. For Two Persons.
Indian Wrestle.
'No. 1 and No. 2 lie down on the mat in opposite direction with the heads at each other's waist. They do honors by raising the leg next to each other until their feet touch. They lower the legs and repeat the action. For the third time the legs are raised and the feet touched. Then the contest is begun by each quickly hooking her leg around the other's knee and attempting to turn her over. They tug away until the stronger is able to pull the weaker over, causing her to turn a Backward Roll.'

Tumbling: Squad 2.
Shoulder Stand (9-2-3.)

Pyramids: Squad 3.
Teach combination pictured below.



1. Frost, Helen. Clog and Character Dances. A. S. Barnes & Co. New York. 1925.
2. Cotteral, B. D. Tumbling, Pyramid Building and Stunts. A. S. Barnes. New York. 1927. p. 53.

10th Grade Program.

Third Quarter.

Lesson Seven.

A. Tap Dancing. 15 minutes.
1. Review first, second, third steps of Sleigh Bells.
2. Complete dance.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1. For Two Persons.
Rocking Stunt.
'No. 1 and No. 2 sits down facing each other and extend their feet forward so that one of No. 1's is between No. 2's. Then each sits on the other's feet grasping hands. To rock, No. 1 leans backward, lifting her legs up under No. 2, who has come to a semi-standing position by No. 1's action. No. 2 then sits down, leans back, lifting her legs up and No. 1 is brought to the semi-standing position. This action is repeated as many times as desired. To make the rocking successful, a certain momentum must be gained. No. 2, for instance, must not depend upon No. 1 to lift her up to a standing position with her feet, but she must gain a certain spring from the alternate rising and sitting down. Each, in turn, must follow the rising body with the feet by lifting the legs and keeping them extended straight.'

Tumbling: Squad 2.
Head Stand. (9-4-4)

Pyramids: Squad 3.
Teach combination pictured below.

10th Grade Program.

Third Quarter.

Lesson Eight.

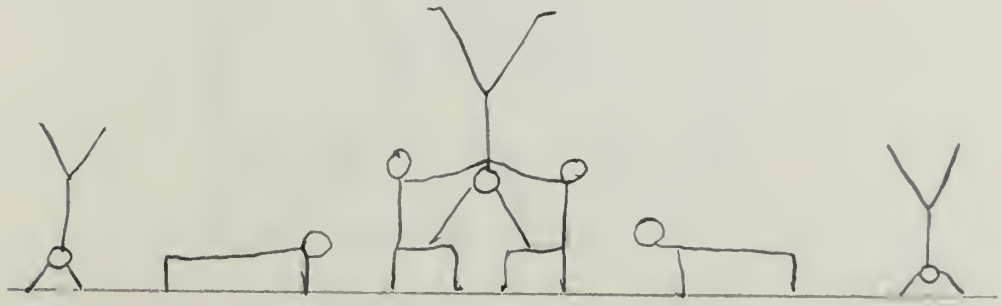
A. Tap Dancing. 15 minutes.
a. Teach a 'seven'.
b. Teach steps one and two of 'Yankee Doodle'.[1]

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1. For Two Persons.
Churn the Butter.
'No. 1 and No. 2 stand with their backs together and reach back and lock their arms. No. 1 bends forward and No. 2 leans backward, resting her back on No. 1's and at the same time giving a slight push from her feet and lifting her legs upward as far as possible. No. 1 then straightens up, which brings No. 2 in standing position again, and No. 2 immediately bends forward, carrying No. 1 on her back. This action is repeated alternately, back and forth, as many times as desired.'

Tumbling: Squad 2.
Continuous forward roll--in a circle. (C-4-6)

Pyramids: Squad 3.
Teach combination pictured below.



1. Frost, Helen. The Clog Dance Book. A. S. Barnes and Co. New York, 1925. p. 16.

10th Grade Program.

Third Quarter.

Lesson Nine.

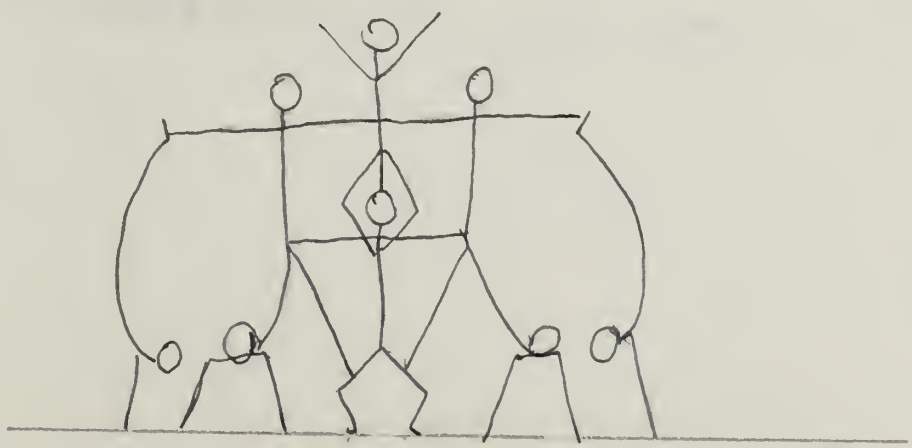
A. Tap Dancing. 15 minutes.
a. Review previous lesson.
b. Teach steps three and four of 'Yankee Doodle'.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1. For Two Persons.
See-Saw.
No. 1 and No. 2 face each other. No. 1 assumes a support-lying position frontways, No. 2 sits on No. 1's shoulders and hooks toes under his hips or thighs. No. 2 lowers backwards to horizontal position so that No. 1's feet are raised from the floor.

Tumbling: Squad 2.
Continuous backward roll. (9-4-8)

Pyramids: Squad 3.
Teach combination pictured below.



10th Grade Program.

Third Quarter.

Lesson Ten.

A. Tap Dancing. 15 minutes.
   a. Review previous lesson.
   b. Teach steps five and six.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1. For Two Persons.

Run the Scale.

No. 1 and No. 2 take a position with their backs together and their arms locked. Keeping this position, they both sit down with their legs extended straight in front. They then get up together and in doing this they push against each other's back, but taking care not to push each other over. This sitting down and getting up is repeated several times, representing running up and down the scale.

Tumbling: Squad 2.

Forward roll over one person. (10-2-5)

Pyramids: Squad 3.

Teach combination pictured below.

10th Grade Program.

Third Quarter.

Lesson Eleven.

A. Tap Dancing. 15 minutes.
Review 'Sleigh Bells'.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1.
Review:
a. Elephant Walk.
b. Shoulder Stand.
c. Rocking Stunt.

Tumbling: Squad 2.
Review:
a. Forward Roll.
b. Shoulder Stand.
c. Head Stand.

Pyramids: Squad 3.
Each squad will devise its own pyramid.

Lesson Twelve.

A. Tap Dancing. 15 minutes.
Review: 'Yankee Doodle'.

B. Stunts, Tumbling and Pyramids.

Stunts: Squad 1.
Review:
a. Churn the Butter.
b. See-Saw.
c. Run the Scale.

Tumbling: Squad 2.
Review:
a. Continuous forward roll.
b. Continuous backward roll.
c. Forward roll over one Person.

Pyramids: Squad 3.
Each squad will devise its own pyramid.

10th Grade Program.

Third Quarter.

Lesson Thirteen.

A. Practise of individual skills. 20 minutes.
Divide the class into four squads. Let each squad devise its own method of practising the following basketball elements.
1. Running.
2. Throwing.
3. Bouncing.
4. Shooting.
5. Guarding.
6. Dodging.

B. Nine-Court Basketball. 15 minutes. (9-2-15)

Lesson Fourteen.

Repeat procedure in Lesson Thirteen.

Lesson Fifteen.

Repeat procedure in Lesson Thirteen, substituting Captain Basketball (9-2-11) for Nine-Court Basketball.

Lesson Sixteen.

Repeat procedure in Lesson Fifteen.

Lesson Seventeen.

Repeat procedure in Lesson Fifteen, substituting Captain Ball[1] for Captain Basketball.

Lesson Eighteen.

Repeat procedure in Lesson Seventeen.

Lessons Nineteen and Twenty.

Retest for Individual Physical Efficiency.

1. Spaulding Red Cover Series, No. 115R. American Sports Publishing Company, New York. 1929-30. p. 144.

10th Grade Program.

Fourth Quarter.

Lesson One.

A. Folk Dancing. 15 minutes.
Little Man in a Fix.[1]

B. Baseball Skills.

Squad 1. Baseball Target Throw. (9-1-2)

Squad 2. Pass and Squat Relay. (9-4-11)

Squad 3. Base Running for Time (9-4--11)

Squad 4. Overtake. (9-4-11)

Lesson Two.

A. Folk Dancing. 15 minutes.
Paul Sins Hone.[2]

B. Baseball Skills.
Repeat Lesson One.

Lesson Three.

A. Folk Dancing. 15 minutes.
Bean Setting.[3]
Teach steps One and Two- Chorus.

B. Baseball Skills.

Squad 1. Bowl Club Ball. (9-4-12)

Squad 2. Bunt Ball. (9-4-12)

Squad 3. Ten Trips (9-4-12)

Squad 4. Baseball Target Throw (9-1-12)

1. La Salle, Dorothy. Rhythms and Dances for Elementary Schools, A. S. Barnes, New York. 1926.
2. Ainsworth, Dorothy. Danish Folk Dances. 1927. Smith College, Northampton, Mass.
3. Ibid. (1)

10th Grade Program.

Fourth Quarter.

Lesson Four.

A. Folk Dancing. 15 minutes.
Complete 'Bean Setting'.

B. Baseball Skills.
Repeat Lesson Three.

Lesson Five.

A. Folk Dancing. 15 minutes.
1. Review 'Little Man in a Fix'.
2. Review 'Paal sine Hone.'
3. Review 'Bean Setting'.

B. Baseball Skills.

Squad 1. - Squad 2. Throw Baseball. (9-4-13)
Squad 3. - Squad 4. Tennis Baseball. (9-4-13)

Lesson Six.

A. Tap Dancing. 15 minutes.
1. Review '3's - 7's - Ball change.
2. Teach steps One and Two 'There Was an Old Man' [1]

B. Baseball Skills.
Repeat Lesson Five.

Lesson Seven.

A. Tap Dancing. 15 minutes.
1. Review Steps One - Two 'There Was an Old Man'.
2. Complete dance--steps 3-4.

B. Baseball Skills.

Squad 1. - Squad 2. Combination Throw and Overtake Baseball. (9-4-14)

Squad 3. - Squad 4. Bunt ball. (9-4-12)

1. Frost, Helen. The Clog Dance Book. A. S. Barnes and Co. New York, 1925. p. 12.

10th Grade Program.

Fourth Quarter.

Lesson Eight.

A. Tap Dancing. 15 minutes.
Teach 'Topsy'.[1] Steps One and Two.

B. Baseball Skills.
Repeat lesson seven.

Lesson Nine.

A. Tap Dancing. 15 minutes.
Review steps 1 - 2: Topsy.
Teach 3 -4.

B. Baseball Skills.
Indoor Baseball.

Lesson Ten.

A. Tap Dancing. 15 minutes.
Review: a. There Was an Old Man.
b. Topsy.

B. Baseball Skills.
Indoor Baseball.

1. Hillas- Knighton: Athletic Dances and Simple Clogs. A. S. Barnes and Co., New York.

10th Grade Program.

Fourth Quarter.

Lesson Eleven.

The following events have been selected for indoor track program, with several objectives in mind. To quote from the hand-book on Athletic Activities for Women and Girls:--
'To secure an all-round rather than a specialized training by requiring participation in five activities, one from each of the five fundamental divisions'.[1] These fundamental divisions are:
a. Running
b. Jumping
c. Throwing
d. Striking
e. Climbing
'To lay the emphasis on those events which are suited to the developmental requirements of girls, and which form a natural progression in a sports curriculum.'

A. Limbering-up exercises
1. Running in place or around gymnasium
2. Any exercise involving large muscle groups

B. Practise 'starts' for dashes.

C. Squad work.

Squad 1. Running high.

Squad 2. 20 yard dash, for time.

Squad 3. Golf Putt.

Squad 4. Pull-ups.

1. Spaulding Red Cover Series, No. 115R. American Sports Publishing Co.

10th Grade Program.

Fourth Quarter.

Lesson Twelve.

A. Limbering-up exercises.
   1. Running in place or around gymnasium.
   2. Any exercise involving big-muscle groups.

B. Practise 'starts' for dashes.

C. Squad work.

Squad 1. Baseball Target Throw.

Squad 2. Fence Vault over boom.

Squad 3. Base-running. [1]

Squad 4. Hop-step-jump.

Lesson Thirteen.

A. Limbering-up exercises.

B. Practise 'starts' for dashes.

C. Squad work.

Squad 1. Flag race. [2]

Squad 2. Standing broad.

Squad 3. Base-ball distance throw.

Squad 4. Tennis Serve.

Lesson Fourteen.

Repeat lesson Eleven.

Lesson Fifteen.

Repeat lesson Twelve.

1. Spaulding Red Cover Series, No. 115R. American Sports Publishing Co. New York. 1929-30. p. 101.
2. Ibid.

10th Grade Program.

Fourth Quarter.

Lesson Sixteen.

Repeat Lesson Thirteen.

Lessons Seventeen and Eighteen.

Set up as many activities as is feasible, and allow each student to practise wherever she wishes.

Lessons Nineteen and Twenty.

Retest for Individual Physical Efficiency.

11th Grade Program.

Units of work to be covered in each quarter.

First quarter.

2 weeks - Individual Physical Efficiency Tests.

2 weeks - Posture Training. Practice in the fundamental skills of soccer-speed-ball hockey and tennis.

2 weeks - Hand-ball
Indoor tether ball
Bowling
Badminton
Tenaquoit
Paddle tennis

4 weeks - Round Robin Tournament, each student entering two of the games listed above.

Second quarter.

5 weeks - Stunts, Tumbling, Pyramids, Apparatus.
a. Kick-Dodge Ball.
b. Bat Ball.
c. Schlag Ball.
d. Goal Ball.
e. Hit-Pin Baseball.

4 weeks - Folk Dancing. Volley-ball Tournament.

1 week - Individual Physical Efficiency Tests.

Third quarter.

4 weeks - Tap Dancing. Squad Games.

2 weeks - Social Dancing. Fundamental skills practise-Basket-ball.

3 weeks - Basket Ball Tournament.

1 week - Individual Physical Efficiency Tests.

Fourth quarter.

4 weeks - Character Dancing.
Hand-ball.
Bowling.
Tennis strokes.
Indoor Track.

2 weeks - Mimetics.
Baseball skills.
Golf skills.

3 weeks - Indoor Baseball Round Robin.

1 week - Individual Physical Efficiency Tests.

12th Grade Program.

Units of work to be covered in each quarter.

First quarter.

2 weeks - Individual Physical Efficiency Tests.

2 weeks - Posture Training. Practice in the fundamental skills of soccer, speed-ball, hockey and tennis.

2 weeks - Hand-ball.
Indoor tether ball.
Bowling.
Badminton.
Tenaquoit.
Paddle Tennis.

4 weeks - Round Robin Tournament, each student entering two of the games listed above.

Second quarter.

5 weeks - Tap Dancing.
Mass Games.
a. Goal Ball.
b. Hit-Pin Base-ball.
c. 6 section basket-ball.
d. Tri-pass.
e. 6 section and shoot.

4 weeks - Folk Dancing.
Stunts-tumbling and pyramids.

1 week - Individual Physical Efficiency Tests.

Third quarter.

2 weeks - Social Dancing.
Hand Apparatus.
Squad Games.

4 weeks - Basket-ball Skills.
Basket-ball Round Robin Tournament.

3 weeks - Tap Dancing.
Mass Games.
a. Soccer Baseball.
b. Long Ball.
c. Kick-Dodge Ball.

1 week - Individual Physical Efficiency Tests.

Fourth quarter.

4 weeks - Character Dancing.
Individual Games practice.
a. Hand-ball.
b. Bowling.
c. Tennis Strokes.
d. Indoor Track.

3 weeks - Baseball skills.
Baseball Round Robin Tournament.

2 weeks - Indoor Track.
Tennis fundamentals.

1 week - Medical examination.

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